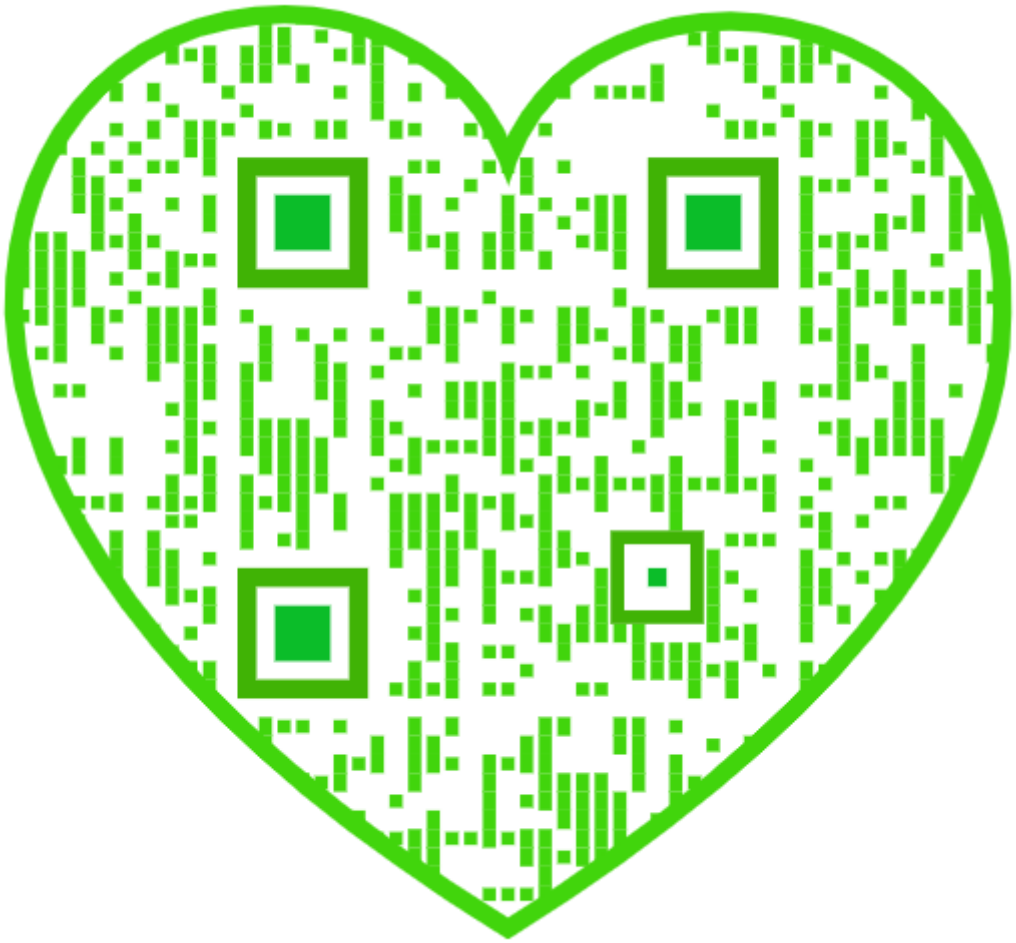

COMPLETE

SHORTHAND MANUAL

For Self-Instruction

AND

FOR USE IN COLLEGES.

COLUMBIAN EDITION.

REVISED, ENLARGED, AND ENTIRELY REWRITTEN

BY ALFRED DAY,

AUTHOR OF "AID TO GRAHAM," "SHORTHAND COPYBOOK," "COMPLETE SHORTHAND MANUAL," "SHORTHAND TEACHER," "METHOD OF LEARNING THE WORD-SIGNS," ETC.; PRINCIPAL OF THE CLEVELAND SHORTHAND COLLEGE, TEACHER AND REPORTER OF TWENTY-EIGHT YEARS' EXPERIENCE

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PREFACE TO THE COLUMBIAN EDITION.

IT is with pleasure we present to the public the Columbian edition of the Complete Shorthand Manual. Every word has been rewritten, the engraving has been done by skilled workmen, and the typographical appearance of the work has been improved. We have greatly simplified the learning of the principles; the number of lessons has been increased, with a corresponding decrease in the number of the principles presented in each lesson; the writing of words containing three or more full-length strokes on the line is an improvement which will be duly appreciated by those who have been in the habit of writing all the words according to the position of the accented vowel, regardless of the number of consonants in the word.

The number of questions has been materially decreased. Sentences have been presented at the earliest possible moment; thus relieving the student from the drudgery of learning the principles from the writing of separate words only, — a very unsatisfactory way indeed.

The diphthong *ew* has been changed to correspond with the representation of that diphthong as presented in Graham's Handbook. The diphthong *oi* has been

changed to the extent of its opening to the left instead of at the bottom, placing it beyond the possibility of conflicting with the diphthong *ou*. A few word-signs appearing in Graham's reporting list are presented in the lists preceding the reporting signs in the Manual.

Aside from the changes noted above, and the "cutting down" of the word-signs, the Columbian edition presents the Graham system of shorthand in its entirety. The object kept constantly in view has been to simplify the learning of that system; whether we have succeeded or not we leave to the judgment of a discriminating public.

The time in which the student is to write certain words and sentences has been carefully computed, according to the progress he is supposed to have made. In the ninth lesson, letters to be written from dictation are presented, so that at an early stage of his progress he is introduced to the actual work of the amanuensis. The hints and suggestions to the learner are new features, serving as a means of encouragement at just those points where such helps are most needed.

If, in the presentation of the Columbian edition, we have still further smoothed the rough places in the road to shorthand knowledge, we shall feel repaid for the time and labor we have spent in our efforts to attain that desirable end.

ALFRED DAY.

CLEVELAND, O., July, 1893.

PREFACE TO FIRST EDITION.

THIS book does not present a new system of shorthand. The Pitman system, as modified by Graham, Longley, Munson, Howard, Scott Browne, Moran, and others, has answered all the requirements of verbatim reporting, and it would be presumptuous on the part of the author to attempt to elaborate a new system, which could, at best, be but another modification of the original Pitman phonography.

For upwards of twenty years the author practised and taught shorthand as presented in Graham's Handbook, a work containing some excellent modifications of the original Pitman system; but the unfortunate "make-up" of the book as a whole, together with its abundance of extraneous matter, made it a work exceedingly difficult to master; and, to materially assist the learner, the author prepared his "Aid to Graham," in 1887. The favor with which it was received by teachers and students, and the hundreds of commendatory letters and press notices, stamped the work as a valuable acquisition in the learning of the Graham shorthand.

The result of the favorable reception of the "Aid" brought scores of letters from stenographers and students of shorthand asking the author to prepare

a work that would present the Graham phonography greatly simplified. The Manual is the result of having complied with the request, — a work that is practically the outgrowth of many years of patient labor in the class-room, and the investigation of the best methods of presenting the subject.

The aim has been to make it so plain and easily understood that any person who can read and write the English language can obtain a knowledge of the art of shorthand writing. That the author has been successful in this particular is evident from the fact that children twelve and fourteen years of age have mastered the principles and learned to apply them to the extent of becoming competent stenographers.

While the Manual presents the Pitman system of shorthand as modified by Graham, yet, in the arrangement of the text, the author has not deemed it advisable to adhere to the Handbook, but has made such changes as his experience as teacher warrants as an improvement. He has done what the author of every new work on arithmetic, grammar, and other text-books has done, — not changing the principles of the art, but presenting them in such a way that they can be, in his judgment, more easily comprehended.

The words which the student is required to write to illustrate the principles presented in each advance lesson are words the outlines of which will not be changed by the introduction of new principles; he is taught to write words from the first just as they are written by the reporter. This does away with the necessity of recognizing a "corresponding style" as

something separate and distinct from the "reporting style."

All the sign-words, except those in the fifteenth lesson, are arranged in sentences. This method of learning the word-signs is a novel feature, and has never before been introduced into any work on shorthand. The longer list of word-signs, presented in the fifteenth lesson, contains less than one half the number in Graham's Handbook, and the list of contractions is about one seventh.

I shall ever hold in kind remembrance the many friends who have given assistance in the preparation of the Manual, the words of encouragement spoken, and the valuable suggestions given.

To the learner, desirous of obtaining a knowledge of the highly useful and beautiful art of shorthand writing, the author desires to say: he has labored earnestly and conscientiously in your behalf, to the end that the pathway over which every one must pass who would become an amanuensis or a verbatim reporter may be less rugged than it was to those who have reached the end of that journey upon which you are about to enter. If in this he has succeeded, he will feel that his labor has not been in vain.

ALFRED DAY.

CLEVELAND, O., July, 1889.

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INTRODUCTION.

WHATEVER may have been the changes in any attempt at brief and rapid writing previous to the invention of phonography by Isaac Pitman in 1837, further changes in the brevity of the signs used is impossible, as the briefest characters known to the science of geometry have been adopted,— the straight and curved line, dot, and dash.

Phonography being based upon the phonetic principle, — that is, characters used to represent the sound of the language, — it has been found expedient to represent the consonants by straight and curved lines, the vowels by dots and dashes, and the diphthongs by angular marks. The use of these characters for the representation of words, together with a knowledge of the distinct sounds and the mode of producing them, can best be acquired by oral instruction; but this is not necessary if the student will carefully note the difference between the signs and the sounds they represent, and faithfully follow the instruction given in the first four lessons.

The value of a knowledge of shorthand being universally conceded, there is no longer any necessity for authors to set forth the advantages of the art to any person of whatever profession or occupation. So

important has the art become that it is now considered an indispensable part of a business education; and the young man or young woman who neglects the opportunity of thoroughly mastering the art will, in due time, find themselves distanced in the business world by those who did not overlook so valuable a consideration.

METHOD OF STUDY.

The necessity of thoroughly familiarizing the alphabet cannot be impressed too strongly upon the student's mind. This is too often overlooked in his desire to "get on;" but it is always a mistake for a learner to permit himself, or be permitted by the teacher, to leave the alphabet before he can write every letter at the rate of at least seventy-five a minute.

A knowledge of the principles of each lesson should be tested by the questions found at the close. When the questions can be answered satisfactorily, read the exercise until every word can be read as quickly as if it had been written in longhand; then copy the exercise ten times.

The writing exercise should be written once only before being handed to the teacher for correction; but after the corrections have been made the exercise should be written at least ten times. Pursue the same method with each subsequent lesson.

No method of study will obviate the necessity of a perfect familiarity with the word-signs, contractions, and phrase-signs. In learning the lists the student

should be required to write them over according to directions, and then to write the sentences under that lesson until a speed of at least sixty words a minute is attained.

The principles of each and every lesson must be understood before satisfactory progress in their application can be made. Learn the principles thoroughly; incorporate them into your very being; let them become a part of your very self, so to speak, then you will be able to apply them in your writing without thought or mental effort. How soon you will be able to make practical use of shorthand will depend upon your familiarity with the principles, word-signs, and contractions, and the time devoted each day to the application of the same in writing and reading.

General Directions to the Learner.

Any young man or young woman who possesses patience, perseverance, a desire to learn, and a determination to succeed can master shorthand. There is nothing of mystery about the art. It can be more easily learned under the instruction of a competent teacher, but such assistance is not absolutely necessary.

The first lesson must be thoroughly learned before the second is taken up; the second before the third, and so on to the end of the lessons.

The writing exercise of each lesson should be written over until each outline or word can be written at the rate of at least sixty a minute. You should

understand at the beginning of your study that shorthand means to write, and to write rapidly, the outlines for the words. Of course the characters must be traced slowly and with care at first; but after becoming familiar with the exercise, it should be written over until the speed mentioned above is attained.

Read over everything you write until it can be read as fluently as if written in longhand.

Write small. It will give you greater speed, and, having more time to form your characters, your writing will be more legible than if written in a "large hand." One sixth of an inch is a good standard for the consonant strokes.

Shorthand should be written with a pen; Gillott's No. 404 are excellent, and are such as are used by the author. Some prefer a gold pen. A fountain pen is used by many.

Hold the pen as in ordinary writing.

Black ink, and a quality that flows freely, should be used.

When you commence the study of shorthand, you should not let a day pass without giving to it some portion of your time, even though it is but a few minutes; you will accomplish more in this way than by irregular practice.

Remember that you, and not your teacher, must do the studying.

Master the lesson in hand; the following ones will take care of themselves.

Have faith in your teacher. If you cannot have, better make a change.

Learn to be independent. Do not go to your teacher with every puzzling thing you encounter; work it out yourself, if possible.

Be studious. Do not do anything which may distract other students.

Be punctual and methodical.

Every rule in the Manual requires your careful attention. Do not slight one of them.

FIRST LESSON.

1. CONSONANTS.

Letter.	Name.		Sound.
	P	*p*	as in so*p*.
	B	*b*	as in so*b*.
	T	*t*	as in so*t*.
	D	*d*	as in so*d*.
	Chay	*ch*	as in su*ch*.
	J	*ge*	as in sa*ge*.
	K	*ck*	as in sa*ck*.
	Gay	*g*	as in sa*g*.
	F	*fe*	as in sa*fe*.
	V	*ve*	as in sa*ve*.
	Ith	*th*	as in sai*th*.
	Thee	*the*	as in scy*the*.

Letter.	Name.		Sound.
	S	*s*	as in *s*ips.
	Z	*z*	as in si*z*e.
	Ish	*sh*	as in sa*sh*.
	Zhay	*si*	as in sua*si*on.
	Lay	*l*	as in sai*l*.
	R	Ray *r*	as in si*r*.
	M	*m*	as in see*m*.
	N	*n*	as in see*n*.
	Ing	*ng*	as in si*ng*.
	Way	*w*	as in *w*e.
	Yay	*y*	as in *y*e.
	Hay	*h*	as in *h*e.

REMARKS.

2. Stenography is a term applied to all systems of shorthand writing.

3. Phonography is a system of shorthand writing having special reference to writing with characters representing the sounds of a language; it is the one in use among the majority of stenographers of the present day, and is the one presented in this work. It is written with an alphabet composed of the simplest geometrical signs, consisting of straight and curved lines, dots, and dashes.

4. The recognized number of sounds in all systems of phonetic shorthand is forty: twenty-four consonants, twelve vowels, and four diphthongs. The phonographic alphabet consists of characters representing the forty sounds; the consonants are represented by straight and curved lines, the vowels by dots and dashes, the diphthongs by angular marks.

5. In longhand we write the letters of a word one after another, but in shorthand we write the consonants first and then the vowels are placed beside them, or the outline, as the joined consonants of a word are called. This method of writing necessitates the learning of the consonants first, and to this task the learner should apply himself until every letter can be written as readily as it would be spoken by a good reader.

6. In phonography no silent letters are used, as the words are written just as they sound, and not always according to the common spelling; thus, *rough* is written as if it were spelled *ruf; dough* is written like *do; cup*, like *kup; cent*, like *sent.*

7. In learning the alphabet the pupil should not fail to observe the difference between the *name* of the letter and the letter proper, that is, its *sound;* for instance, the first letter in the alphabet is named *Pee*, its sound is that indicated by the letter *p* in the word *sop:* the second letter is named *Bee*, but its sound is that indicated by the letter *b* in the word *sob*.

8. Too much pains cannot be taken with the first phonographic lesson; do not get the impression that because the letters are straight and curved lines they can be easily and readily formed without practice. In the majority of cases it will be necessary to cover page after page with signs, and the learner should not spare either paper or his patience in the practice necessary to write at least seventy-five letters a minute.

9. In learning the consonants repeat the sound indicated by the italic letter or letters a sufficient number of times to familiarize the sounds, and then with pen and ink make the signs, and at the same time speak the name of the letter; thus, *P*, *B*, *T*, *D*, *Chay*, and so on with every letter in the table, and *continue* the practice until every consonant can be neatly and correctly formed. While the letters should be written slowly and with care at first, after they are fixed in the mind the speed should be gradually increased until they can be written both quickly and well.

MANNER OF WRITING THE CONSONANT-STROKES; SIZE, ETC.

10. The light lines should be made very light, and the heavy strokes shaded only enough to distinguish them from the light signs. The heavy curves should be shaded in the middle only, tapering to a light line at each end.

11. The size of all the consonant strokes should be about one sixth of an inch.

12. *Hay* is always written upward.

13. The curved or down-stroke for *r* is called *Ar;* the straight or up-stroke for *r* is called *Ray,* and is always written upward.

14. *Lay* is written both upward and downward; it is always written upward when standing alone, that is, when it is the only consonant in the word, and when it is written upward it is called *Lay.* When joined to other consonants it is sometimes written downward, and when it is written downward it is called *El.*

15. *Ish* is sometimes written upward when joined to other consonants, and when it is written upward it is called *Shay.*

16. *Hay* and *Ray* slope more than *Chay.*

17. All the perpendicular and sloping strokes except *Lay, Ray, Ish,* and *Hay,* are *always* written downward. All the horizontal strokes, *K, Gay, M, N, Ing,* are always written from *left to right.*

TO THE LEARNER.

18. Let no impatience or wearisomeness of labor prevent you from learning the alphabet. When you are quite familiar with it, have some one pronounce the letters in the following exercise while you write them. Continue this practice until you can write them, neatly and correctly, in *one minute,* a rate of speed to be attained before the first lesson can be considered "thoroughly mastered."

WRITING EXERCISE.

Chay, F, Thee, P, Z, T, Zhay, K, Way, Lay, N, B, Ing, D, Hay, R, M, Ray, Gay, V, Ish, Yay, S, J, Ith, R, T, Hay, P, Chay, Ith, K, Way, Lay, Z, F, J, M, Ish, V, Ray, Ing, Yay, Gay, D, S, B, Thee, Zhay, Z, Chay, P, Thee, K, T, F, Ish, Ith, S, Way, Yay, N, R, J, B, V, Ing, Ray, Gay, Hay, M, Lay, D, Zhay, N.

REMARKS.

19. Until the learner can give appropriate answers to the questions for review, it is evident he does not understand the principles contained in the lesson, and he should not permit himself, nor be permitted by the teacher, to proceed to the next lesson until he is able to answer every question, correctly read and readily write the exercises illustrating the principles presented in the lesson. When this can be done, a new lesson should be assigned, and not until then.

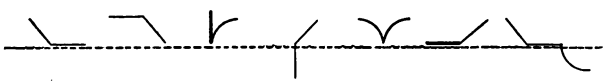
REVIEW QUESTIONS. — First Lesson.

1. In shorthand, what letters are not used? 2. What is said about the shading of heavy strokes? 3. How are the heavy curves shaded? 4. About what size should the strokes be written? 5. How are *Ray* and *Hay* always written? 6. How is *L* always written when standing alone? 7. What is it called when so written? 8. When it is written downward, what is it called? 9. How is *Ish* written when standing alone? 10. What is it called when written upward?

SECOND LESSON.

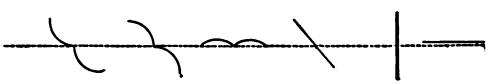
CONSONANT-STROKES JOINED.

20. All the consonants of a word are written without taking off the pen; the second begins where the first ends; the third where the second ends; the fourth being continued from the end of the third, and so on until all the strokes are written. In the outlines of this lesson the first *up* or the first *down* stroke in the outline should rest on the line of writing.



P-K K-P D-Lay Chay-T R-Lay G-Ray P-K-F

21. When a curved stroke is repeated it is written twice. When a straight line consonant is repeated it is made double its usual length.



F-F R-R M-M P-P D-D K-K

22. Light and heavy lines, without a distinct angle, are joined in such manner that the point of union is not discernible.

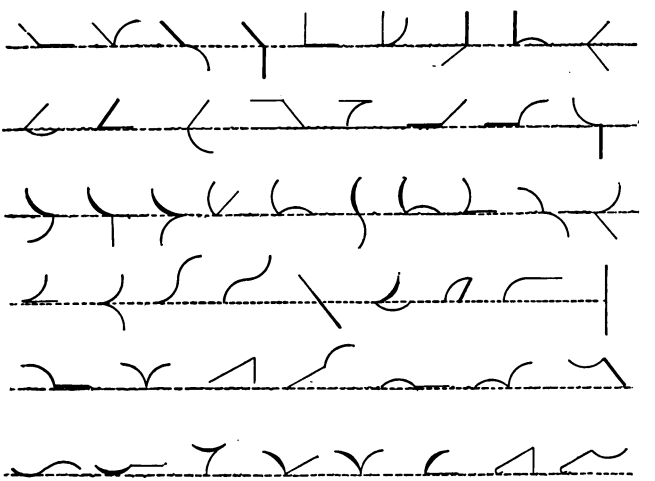
P-B D-T K-G P-Ing Lay-Gay

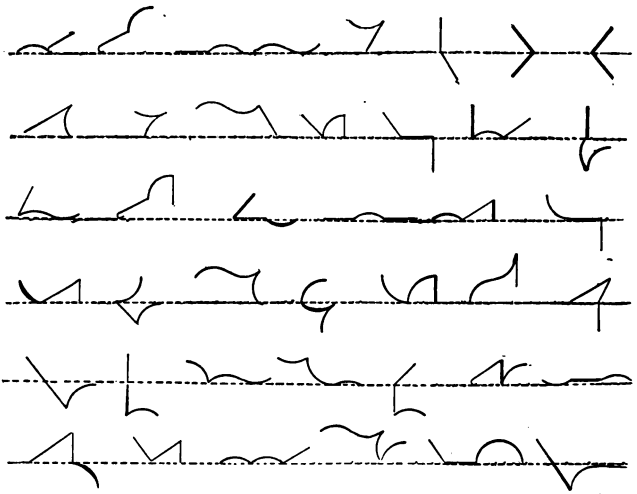
23. The inclination of a stroke or its curvature may be considerably varied in order to secure an easier junction.

24. When standing alone, *Chay* and *Ray* are distinguished by difference of inclination; *Chay* inclining at an angle of thirty degrees, *Ray* at an angle of sixty. When joined they are readily distinguished by the direction in which they are written, as *Chay* is *always* written *downward*, and *Ray upward.*

READING AND WRITING EXERCISES.

25. Read the following outlines until they can be spoken as readily as if written in longhand; then copy the plate *ten times.* At the time of writing, name the outline; thus, P-K, P-Lay, B-R, etc. While the outlines should be written with care at first, the speed should be gradually increased until they can be written as quickly as possible, but at the same time neatly and well.





SPEED EXERCISE.

26. If the learner has practised the above exercise according to directions, he should be able to write the proper shorthand characters for the outlines in the exercise below. The method of practice to be pursued is as follows: Have some one read the sign outlines while you write them in shorthand. The rate of reading should be fast enough to press you to keep up, but not too fast, as that might cause a nervous, hesitating movement of the hand, which is always to be avoided. Continue writing the exercise until all the outlines can be neatly and correctly written in *one minute.*

J-K, Ish-R, M-Lay, P-K, Way-Lay, Ray-T, J-F, T-K, Zhay-N, Hay-Lay, D-Chay, Thee-S, B-D, V-Gay, R-Gay, B-R, Yay-K, Lay-J, Ing-K, Shay-Lay, Hay-T, D-M, Chay-N, Way-Ray, L-K, Lay-Shay, N-B, S-R, K-L,

Gay-Ray, F-D, Yay-R, M-Hay, M-K, P-Lay, T-Shay, Chay-P, K-P, Gay-Lay, Z-N.

REVIEW QUESTIONS. — SECOND LESSON.

1. How are all the consonants of a word written? 2. In this lesson, where does the first up or down stroke rest? 3. When a curved stroke is repeated, how is it written? 4. When a straight line consonant is repeated, how is it written? 5. How are the light and heavy lines, without a distinct angle, joined? 6. For what purpose is the inclination or curvature of a stroke sometimes varied? 7. When standing alone, how are *Ray* and *Chay* distinguished? 8. When joined, how?

THIRD LESSON.

VOWELS AND DIPHTHONGS.

27. The phonetic systems of shorthand recognize twelve distinct vowel sounds: six long and six short. The long vowels are represented by heavy dots and dashes, the short vowels by light dots and dashes. They are written at the beginning, in the middle, and at the end of a consonant-stroke, as illustrated in the table below.

The straight line beside which they are placed is no part of the vowel-sign, being used only to show the position the dots and dashes occupy. A consonant-stroke in any other direction, or a curved stem, could be used just as well, but for convenience a *T*-stroke is employed.

28. The vowel sounds are indicated by the *Italic* letter or letters in the word beside the dot or dash representing the vowel.

LONG VOWELS.

1st position	*e* as in m*ee*t.	1st position	*a* as in c*a*ll.
2d position	*a* as in m*a*te.	2d position	*o* as in c*o*al.
3d position	*a* as in m*a*rt.	3d position	*oo* as in c*oo*l.

SHORT VOWELS.

1st position	*i* as in s*i*t.	1st position	*o* as in l*o*ck.
2d position	*e* as in s*e*t.	2d position	*u* as in l*u*ck.
3d position	*a* as in s*a*t.	3d position	*oo* as in l*oo*k.

DIPHTHONGS.

1st position	*i* as in f*i*le.	3d position	*ou* as in f*ou*l.
1st position	*oi* as in f*oi*l.	3d position	*u* as in f*u*el.

29. The first three characters in the above table are exactly alike, that is, heavy dots; but they represent different letters or vowel sounds, by reason of the position they occupy to the consonant-stroke beside which they are placed. So with the light dots, heavy and light dashes; each representing a different sound or vowel, depending upon the position it occupies beside the consonant.

30. The first place to any consonant is where you begin to make the stroke, and the third place at the point where the pen completes the stroke; hence, the first place to the perpendicular and sloping-strokes is at the top, and the third place at the bottom. The first place to the horizontal consonants is at the left, and the third place at the right. The first place to the up-strokes *Lay*, *Ray*, *Hay*, and *Shay*

(the name given to *Ish* when written upward) is at the bottom or on the line, and the third place at the top.

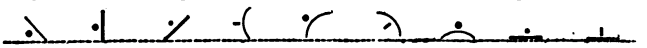
31. When the vowels are spoken of as a class they are called dot-vowels if represented by a dot, and dash-vowels if represented by a dash.

32. The sounds represented by the dots, dashes, and angular marks, and their positions, must be *thoroughly* memorized. They should be repeated *over and over* until every sound can be designated by its proper sign, and the learner is able to tell, *instantly*, whether it is a dot, dash, or angular mark; light or heavy; first, second, or third position.

METHOD OF PLACING THE VOWELS.

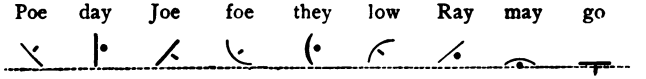
33. A vowel placed to the *left* of a perpendicular or inclined stroke, or *above* a horizontal, is read *before* the stroke.

ape aid edge oath ale oar aim egg oak



34. A vowel placed to the *right* of a perpendicular or inclined stroke, or *below* a horizontal, is read *after* the stroke.

Poe day Joe foe they low Ray may go

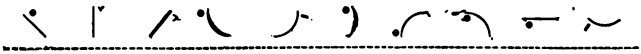


POSITION OF WORDS.

35. Words are written in *three* positions: above the line, on the line, through and below the line. The position of the word is determined by the vowel, or the accented vowel, if the word contains more than one vowel.

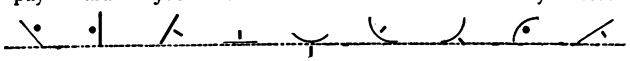
(*a*) If the vowel is first-place, the consonant rests about half the height of a *T*-stroke above the line; a horizontal consonant is written nearly the full height.

pea tie joy Eve Shaw ease eel ear key gnaw



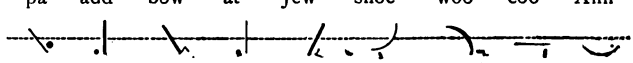
(*b*) If the vowel is second-place, the consonant rests on the line.

pay aid Joe oak no foe show lay Roe



(*c*) If the vowel is third-place, the perpendicular and inclined consonants are written through the line; the horizontals below the line.

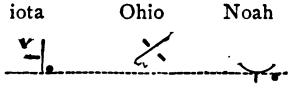
pa add bow at Jew shoe woo coo Ann



36. The object of placing the words in different positions as regards the line of writing is, in case the vowel should be omitted, to more easily determine the word by the position of the first consonant.

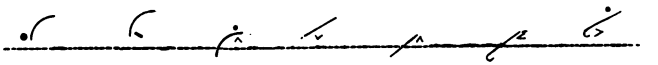
37. When it is necessary to write two vowels, or a vowel and a diphthong, beside one consonant, that which is heard next before or first after the consonant, is written nearest to the stroke.

iota Ohio Noah



38. The first place to any consonant is where you begin to make the stroke; hence, the first place to *Lay*, *Ray*, and *Hay* is at the bottom; the third place at the top.

eel law allow rye row Hugh ahoy



39. The vowels should be written near to but not touch the consonant. Due care should be taken to distinguish the light and heavy dots, and to place the dash vowel at right angles to the consonant beside which it is placed; however, for convenience, some slight variation from this rule is allowable.

40. It should be borne in mind that the ordinary spelling is scarcely any guide as to how a word is to be written in shorthand, those consonants only being written which are actually heard when spoken. Hence, in the words *add* and *odd* there is but one *d;* in the word *annoy*, but one *n;* in the word *gem*, *g* is represented by *j;* in the word *phrase*, *ph* has the sound of *f*. Care must be taken not to represent in shorthand silent letters. Only write those which are actually heard; thus, *eight*, in the ordinary spelling, contains five letters, but only two are heard, *a* (long) and *t*.

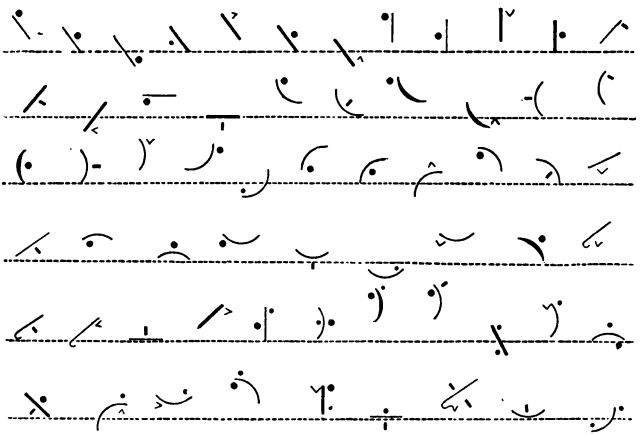
TO THE LEARNER.

41. We would impress upon you the necessity of thoroughly mastering each lesson as it is taken up. Do not leave it until you are as familiar with it as you are with your a b c's. Read and write the illustrative exercises as directed. It is far better to write them more than the number of times designated; for the practice of shorthand means to write and read, write and read, and the learner cannot do too much of it.

If you have learned this lesson thoroughly, as you ought, you should be able to write any word containing one conso-

nant, as you have only to ascertain what the consonant is, then write it in the position indicated by the vowel, after which place the vowel beside it. The following reading exercise should be read again and again until every word can be spoken as quickly as if written in longhand, and then it is to be neatly and correctly copied five times.

READING EXERCISE



42. In writing the words in the following exercise the learner is to observe the rule of position. When the words have all been written hand the list to the teacher for correction, after which it is to be written *five times*. It should be borne in mind that shorthand means to write from hearing words spoken; therefore, after you have written the exercise the designated number of times, you should have some person pronounce the words while you write them, and continue this practice until the list can be written in *five minutes*. This includes the placing of the vowels.

WRITING EXERCISE.

Poe, ape, aid, buy, add, odd, chaw, tea, at, each, jaw, edge, age, ache, key, cow, gay, egg, if, Fay, fie, Eve, oath, they, then, see, so, ease, ooze, she, shoe, Shaw, ale, awl, lie, oar, rye, my, aim, knew, own, Ann, we, may, woe, ye, hay, hoe, Eddie, annoy, Lee, Noah, ashy, ivy.

REVIEW QUESTIONS. — THIRD LESSON.

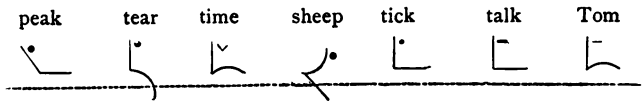
1. What is the recognized number of vowel sounds? 2. What characters represent the six long vowels? 3. The six short vowels? 4. Where are the vowels placed? 5. If a vowel is to be read before a perpendicular or sloping stroke, where is it placed? 6. Before a horizontal, where? 7. If it is to be read after a perpendicular or sloping stroke, where is it placed? 8. After a horizontal, where? 9. In how many positions are words written? 10. What determines the position? 11. What is the object of writing words in different positions? 12. What is the first place to any consonant?

FOURTH LESSON.

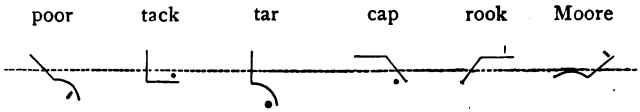
VOWELS BETWEEN STROKES.

43. In the preceding lesson was presented the method of placing vowels beside one consonant stroke. In this lesson are given the rules for writing vowels between two or more consonants; they are as follows: —

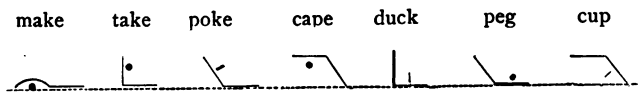
(*a*) All *first*-place vowels are placed after the first consonant.



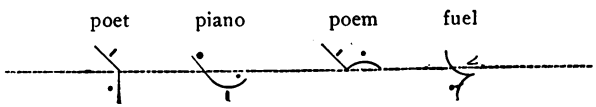
(*b*) All *third*-place vowels are placed before the second consonant.



(*c*) A *second*-place vowel, if *long*, is placed after the *first* consonant; if *short*, before the second.



(*d*) When two vowels occur between two consonants, the first is written to the first stroke and the second to the second.



44. Again we call the learner's attention to the necessity of becoming familiar with the vowels. They should be so thoroughly understood that there must not be an instant's hesitancy in deciding as to whether the vowel is a dot or dash, the position it occupies, and the manner of placing it beside the consonant. Until this can be done, there must be constant drill in repeating the vowels and placing them in their proper position. All outlines should be vocalized in full, or in part, until they can be read for the proper word without the vowels, which will, by degrees, be left off unconsciously.

45. Words of few consonants have greater need of being vocalized than words of many; therefore, for the purpose of adding somewhat to legibility, words with two full consonant strokes are written in position; that is, *above, on,* or *through* the line, *according to the position of the vowel, or its accented vowel,* if it contains more than one vowel.

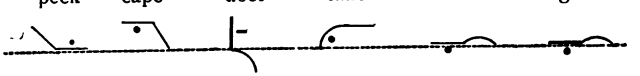
The rules for writing the words are as follows: —

First position. The first *up* or first *down* stroke rests about half the height of a *T*-stroke above the line. If both consonants are horizontal, both are written above the line.

cheer keep pike peach rock meek kick

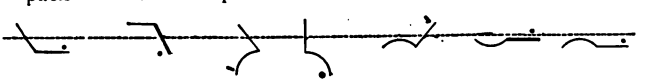
Second position. The first *up* or first *down* stroke rests *on* the line. The same position if both consonants are horizontal.

peck cape door lake came game



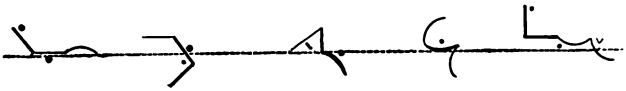
Third position. The first *up* or first *down* stroke is written *through* the line, or, if both are horizontal, below the line.

pack cab pool tar Moore nag Mack



46. Words written with three, or above that number of full consonant strokes, are generally written in the second position; that is, the first *up* or first *down* stroke rests *on the line.* However, some reporters follow the rule of position in writing all words as in "cabbage" and "dignify."

became cabbage roadway length dignify

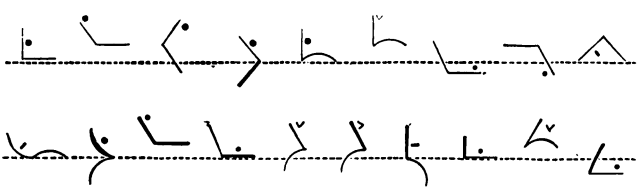


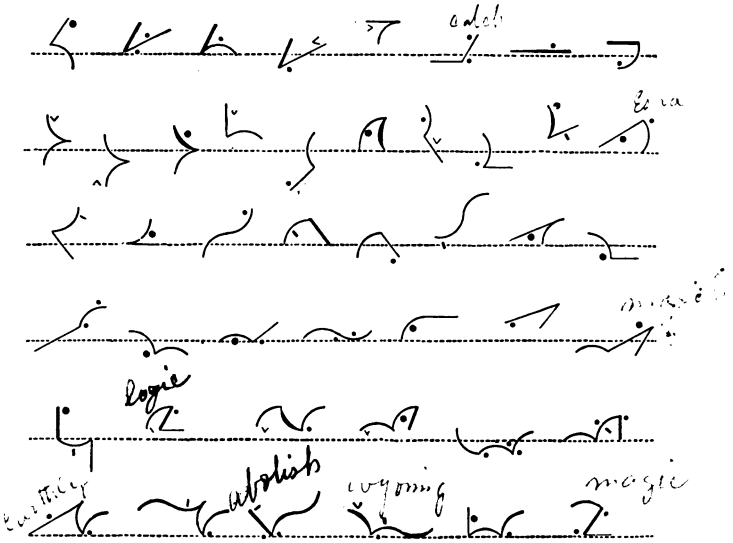
TO THE LEARNER.

47. If you understand the principles in this lesson, you should be able to write any word in the English language; for, to do this, you have only to ascertain what the consonants of the word are, write them without taking off the pen, then insert the vowels according to the rules given in this and the preceding lesson. Copy the shorthand exercise the designated number of times; for the oftener you copy the characters the better you will understand the principles. Note carefully the position of the outline and the vowels, and copy them as in the plate, endeavoring each time, however, to form them better and more quickly.

48. Read the following exercise until the words can be spoken as readily as if written in longhand, and copy the plate *five times*. You should speak the outline or name the letters at the time of writing; thus, *t-k*, take, *p-k*, peak, *chay-p*, cheap, placing the vowel at the same time of speaking the full word.

READING EXERCISE.





49. Write the words in the following list, and hand to the teacher for correction. After being corrected, rewrite them *ten times;* then have some one pronounce the words while you write them, without the vowels, but in their proper position, *three times in six minutes.*

WRITING EXERCISE.

Poke, beam, bale, item, tear, Dutch, death, fame, chime, jar, cab, faith, vague, vim, voyage, luck, thatch, shop, leap, Rome, mile, muff, nip, knave, love, deny, China, pony, dim, poor, mush, boom, fife, knife, ink, below, fear, pope, Zeno, Baley, balm, Mary, muddy, mouth, topic, baggage, vacant, damage, escape, infamy, Jacob, Timothy, dogma, namely, earthly, mulatto, unpack, engage, tomato, farm, became, tamely.

REVIEW QUESTIONS. — Fourth Lesson.

1. What is presented in this lesson? 2. Where are all first-place vowels written? 3. Where are all third-place vowels written? 4. A second-place vowel, if long, is placed where? 5. If short, where? 6. When two vowels occur between two consonants, how are they written? 7. Which have the greater need of being vocalized, words of few or many consonants? 8. Where does the first up or first down stroke of a word in the first position rest? 9. The second position, where? 10. Third position, where? 11. If a word contains three or more consonants, where does the first up or first down stroke generally rest?

FIFTH LESSON.

CIRCLES AND LOOPS.

50. If learning shorthand consisted only of mastering the alphabet, then to write the consonants of a word, and to the outlines thus formed place the vowels, according to the rules given in the preceding lesson, it would be an easy task, comparatively, to learn the art. But this method of writing, brief and simple as it is, compared with longhand, is not sufficient to give the desired speed for verbatim reporting; therefore each subsequent lesson may be considered as the presentation of some new principle of abbreviation, — some briefer method of representing the consonants, syllables, and words.

51. In this lesson is presented the principle of representing *s* and *z* by a small circle; *ses*, *sez*, *sys*, *cise*, and syllables of similar sound, by a large circle; *st* and *zd* by a loop; *str*

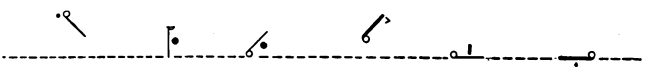
by a large loop; the same being joined to the consonant-strokes as illustrated below.

SMALL AND LARGE CIRCLE.

52. The small circle for *s* and *z* is named *iss*, and is joined to a consonant-stroke as follows: —

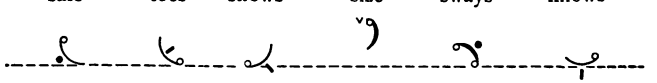
(*a*) On the right hand side of straight, perpendicular, and sloping strokes, and on the upper side of horizontals, including *Hay* and *Ray*, which are classed as horizontal consonants.

sip stay chase joys soak guess



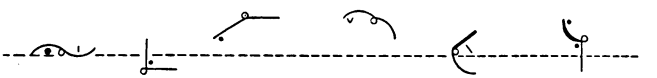
(*b*) On the inside of curves.

safe foes shows size sways knows



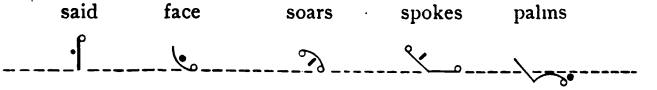
(*c*) Between strokes it is turned in the most convenient manner.

mason task risk miser Joseph visit



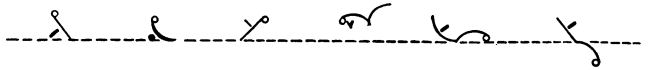
53. In vocalizing outlines with circles attached, the vowels are placed before or after the stroke, the same as if no circles were used.

said face soars spokes palms



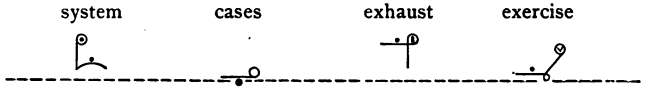
54. In reading outlines *beginning* with a circle, the circle is the *first thing read.* If an outline *ends* with a circle, the circle is the *last thing read.*

soap save such smile foams pours



55. A large circle, called *sez*, represents two *s* or *z* sounds with a vowel between them, and the same may be expressed by writing it within the circle. It represents such syllables as *sus, sis, cise,* and similar sounds, and is attached to strokes the same as the small circle.

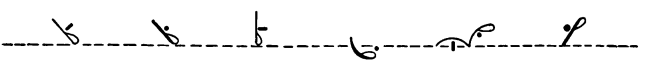
system cases exhaust exercise



SMALL AND LARGE LOOP.

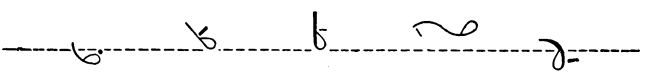
56. The sound of *st* and *zd*, in such words as most, past, stitch, stage, caused, etc., is represented by a small loop, called *steh*, which is turned on the same side of the straight and curved strokes as the circle.

post best toast vast molest stage



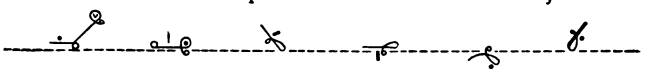
57. A large loop, called *ster*, made about one fourth longer than the small loop, represents the sound of *str* in such words as master, pastor, Chester, etc. The *ster* loop is never written at the beginning of a stroke.

faster poster duster monster Wooster



58. A small circle may be added to a large circle, small or large loop, by turning it on the opposite side.

exercises successes posts coasts masters jesters



USE OF THE STROKE FOR S AND Z.

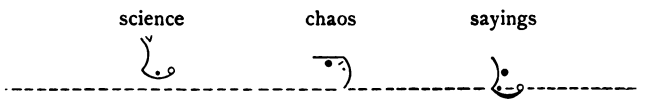
59. The employment of different signs for the same letter adds to the beauty, lineality, and speed in writing; hence the circle for *s* and *z* is more generally used than the stroke; however, the latter is employed under the following rules: —

(*a*) When *s* and *z*, or two *s*-sounds, are the only consonants in the word, one of them must be represented by the stroke.

size cease essays saucy

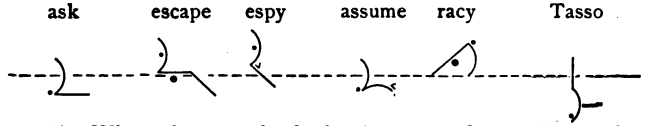
(*b*) When two vowels, or a vowel and a diphthong, occur between *s* and another consonant.

science chaos sayings



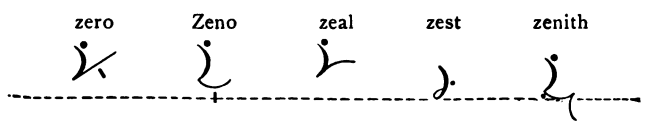
(*c*) When *s* is preceded by an initial vowel, or when it is followed by a final vowel.

ask escape espy assume racy Tasso



(*d*) When the sound of *z* begins a word, use the stroke.

zero Zeno zeal zest zenith

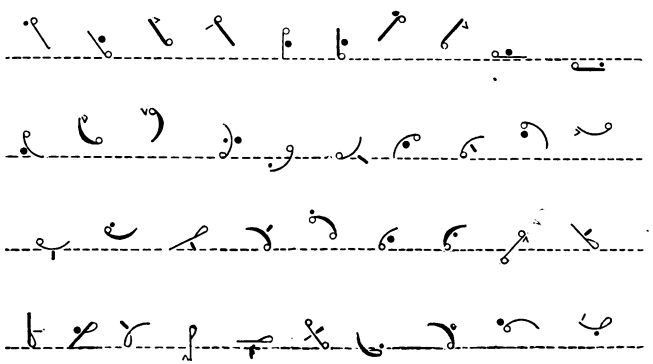


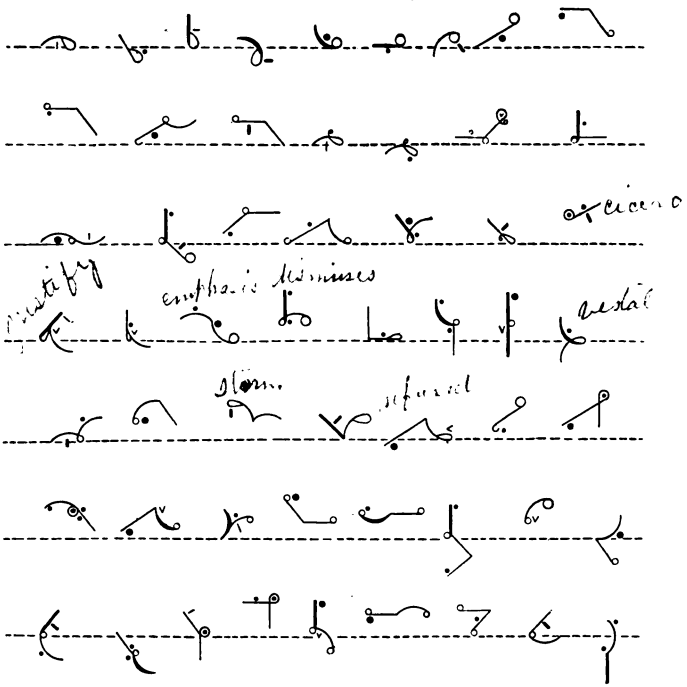
TO THE LEARNER.

60. Beginners in shorthand are apt to make their notes too large. One sixth of an inch is considered the standard for full-length strokes, and you should aim to adopt this size in your practice. Endeavor to conform your writing, in size and general appearance, to that shown in the engraving. Exercise patience in writing the exercises consisting of words. Learners are apt to get impatient, and desire to "get on," so that they can begin to write sentences. It is a laudable ambition to "get on," but the writing of sentences is not the beginner's test as to his progress; principles must first be learned; material must be obtained before the house can be built. Remember that sentences are only words put together in such a way as to "make sense;" so, if you can write words, you can write sentences or anything else. Familiarize the writing of the words in the exercises, for the outlines there learned are never changed.

61. Read the following exercise until the words can be spoken as rapidly as if written in longhand; then copy the plate *ten times*.

READING EXERCISE.





TO THE LEARNER.

62. Carefully correct your own exercises before handing them to the teacher for his correction. Criticise your own writing; for in doing so the principles will the more surely and quickly become fixed in the mind, and in applying the principles in much writing you will acquire speed and the utmost familiarity with the shorthand outlines and signs for words. Position is to be followed in writing the exercise below, except, if the word contains three full consonant-strokes the outline may be written on the line.

63. The following writing exercise to be written and handed in for correction. Rewrite *ten times;* after which to be written from dictation *three times in ten minutes*, without placing the vowels.

WRITING EXERCISE.

Soap, sight, buys, cheese, siege, choose, ox, scow, fees, vows, see, this, saith, essay, size, ashes, seal, less, soon, oars, rice, sorrow, miss, sun, nice, song, signs, sways, yes, house.

Toast, step, laces, successes, steer, roaster, faces, sources, story, Moses, boasts, state, steel, Hester, bolsters, passes, musters, steam, most, just, stoops, nests, paused, haste, hosts, yeast, houses, stitch, sting, vests, guesses, diseases.

Text, next, mask, deepest, exercise, biggest, Rochester, molest, ballast, surmised, disposes, invests, season, lustre, justify, revised, register, system, resist, Palos, monster, essence, assume, emphasis, science, daisy, cousin, also, restores, discusses, denies, bestow, reason, escape, lazy, gauzy.

REVIEW QUESTIONS. — Fifth Lesson.

1. How may each subsequent lesson be considered? 2. What is presented in this lesson? 3. What is the brief sign for *s* and *z*, and what is it called? 4. On which side of the straight perpendicular and sloping strokes is it written? 5. On which side of the horizontals? 6. On which side of the curves? 7. How is the circle turned between strokes? 8. What is the name of the large circle, and what does it represent? 9. What is the name of the small loop, and what does it represent? 10. What is the name of the large loop, and what does it represent? 11. Where is the large loop never written? 12. How is the small circle added to a large circle or loop? 13. What is gained by having different signs for the same letter? 14. Give the rules for using the stroke for *s*. 15. When the sound *z* begins a word, how is it always expressed?

SIXTH LESSON.

WORD-SIGNS. — PUNCTUATION MARKS.

64. There are a few hundred words which, by reason of their frequent occurrence, must be written over and over many times in the course of an hour's reporting; and, to save time, these words are abbreviated, some of the consonants being omitted. The most frequent occurring words in the language are those in the lists in this and the following lesson, and they constitute nearly one-third of all the words used in ordinary correspondence; and for this reason they are represented by the briefest signs, — the consonants and vowels written in different positions. There is no method of study that will obviate the necessity of a perfect familiarity with the following and all subsequent lists, and to the task of committing the first two lists to memory the learner should now apply himself.

65. The shorthand characters are called *word-signs*, and the printed words represented by the signs are called *sign-words*. Remember to use the proper word-sign instead of the full outline in writing any of the sign-words, which are always to be written just as they are given in the lists.

66. When a sign-word is printed with a hyphen, the sign represents both the word preceding the hyphen, and the one composed of the letters before and after it; thus, *give-n* represents both *give* and *given*.

NAMES OF THE SIGNS.

67. Every shorthand character has a name, and the student who desires to make the most satisfactory progress

will not fail to learn the names of the different signs, simple or compound, which will be presented in each subsequent lesson. Naming the sign or outline is practically, as has been aptly called, "spelling the word phonographically." As in longhand, if the writer cannot spell the word correctly, he cannot write it correctly; while, on the other hand, if he is familiar with the spelling, then the word will be correctly written; so, in shorthand, if the learner has a clear conception of the outline with which the word should be written, then he can name the shorthand signs of which that outline is composed, — that is to say, can spell it phonographically and write it with its proper signs. The *act* of shorthand writing may be said to consist of forming in the mind pictures — shorthand characters — of the words to be written, and then tracing them on the paper.

68. The list should be written *fifty times*, and, to assist in memorizing the signs, it is suggested that the learner speak the name of the letter at the time of writing; thus, "*up* is *p* on the line; *hope*, *happy*, *party*, *p* through the line." Or, if more convenient, he can say, "*up*, *p* two; *hope*, *happy*, *party*, *p* three." "One" signifies above the line; "two," on the line; "three," through or below the line. It is also an excellent practice, after having written the list twenty-five or more times, to cover a line of word-signs with a slip of paper and write the proper sign for the sign-words; then cover the printed word and speak the word for which the shorthand sign stands.

TO THE LEARNER.

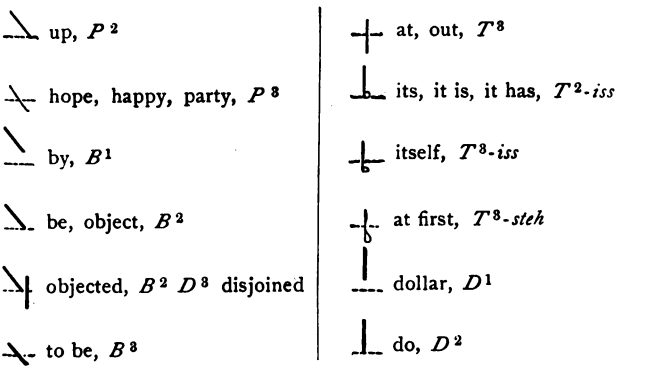
69. There is nothing particularly difficult in the learning of this lesson. What it requires more than anything else is the exercise of a little *patience and perseverance*, and a rea-

sonable amount of *practice in writing* the shorthand signs. There is no mental work, — no real *study* about it, — for, as is well known, "we learn to do a thing in the doing of it;" so, in copying the signs *fifty times*, you are not only "doing," — learning to execute the signs, — but at the same time memorizing them.

70. A vivid first impression of a word-sign will aid very materially in the memorizing of the signs; and for that reason the signs should be written very carefully at first, particular attention being given both to the *position* of the sign and its *name*. Sufficient attention to make the first impression a vivid one, and following the directions given in this and the two preceding sections, will most surely and quickly lead to the memorizing of the lists.

NOTE. — The learner's attention is also called to the author's method of learning the word-signs, a notice of which is given under "Auxiliary Books, etc.," to be found near the close of the Manual.

CONSONANT WORD-SIGNS.


up, P 2
hope, happy, party, P 3
by, B 1
be, object, B 2
objected, B 2 D 3 disjoined
to be, B 3
at, out, T 3
its, it is, it has, T 2-iss
itself, T 3-iss
at first, T 3-steh
dollar, D 1
do, D 2

subject, *iss*-*B*^{2}

subjected, *iss*-*B*^{2} *D*^{3} disjoined

it, *T*^{2}

 much, charge, *Chay*^{3}

advantage, *J*^{2}

 large, *J*^{3}

 common, kingdom, *K*^{1}

 come, country, *K*^{2}

 because, *K*^{1}-*iss*

 give-n, *Gay*^{1}

 together, *Gay*^{2}

if, *F*^{1}

 for, fact, *F*^{2}

 few, half, *F*^{3}

had, advertise-d, *D*^{3}

each, *Chay*^{1}

change, which, *Chay*^{2}

ever, *V*^{1}

have, *V*^{2}

 however, *V*^{3}

 several, *iss*-*V*^{2}

think, *Ith*^{2}

 thousand, thank-ed, *Ith*^{3}

thee, thy, *Thee*^{1}

they, them, *Thee*^{2}

 though, thou, *Thee*^{3}

 these, thyself, *Thee*^{1}-*iss*

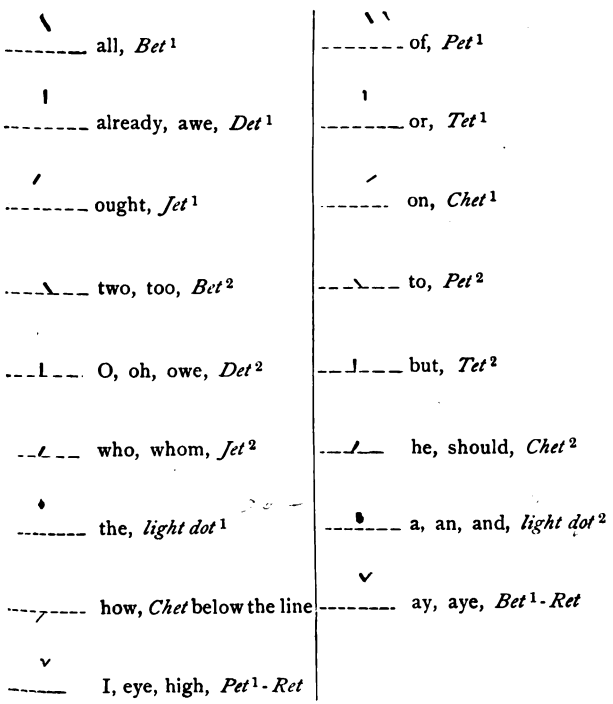
 this, *Thee*^{2}-*iss*

71. As will be observed, many of the sign-words in the above list are words of one consonant, and the word-sign is simply that consonant written in a certain position as regards the line of writing; this makes the learning of the

list comparatively easy. The word-signs of the vowel list are more difficult to memorize; however, the memory will be aided by observing that the word-sign is the principal vowel in the word, and, for distinction, is written in one of three directions, *P, T, Chay,* and in one of two positions, *above* or *on* the line. The list is to be written *fifty times.*

The dash-vowels are named by adding *et* to the above letters; thus, Pet, Bet, Tet, Det, Chet, Jet.

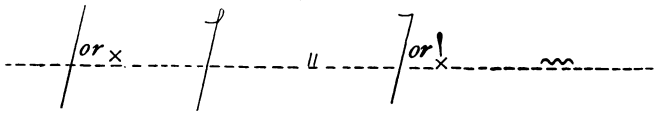
72. VOWEL WORD-SIGNS.


all, Bet 1
already, awe, Det 1
ought, Jet 1
two, too, Bet 2
O, oh, owe, Det 2
who, whom, Jet 2
the, light dot 1
how, Chet below the line
I, eye, high, Pet 1 - Ret
of, Pet 1
or, Tet 1
on, Chet 1
to, Pet 2
but, Tet 2
he, should, Chet 2
a, an, and, light dot 2
ay, aye, Bet 1 - Ret

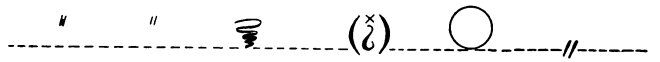
PUNCTUATION MARKS.

73. The comma, semicolon, and colon are written the same as in longhand.

period interrogation hyphen exclamation dash

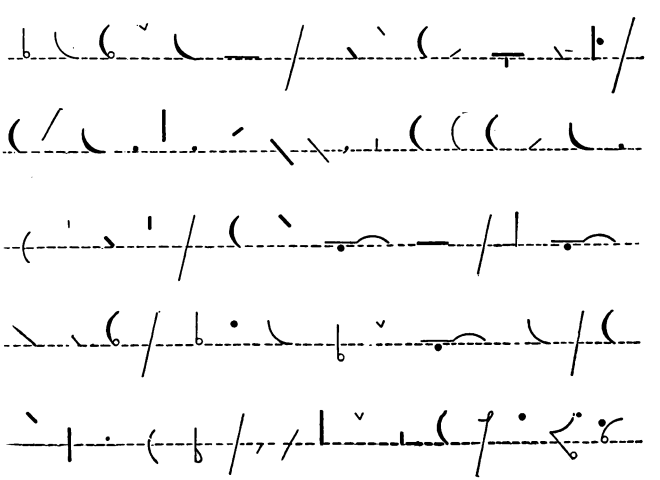


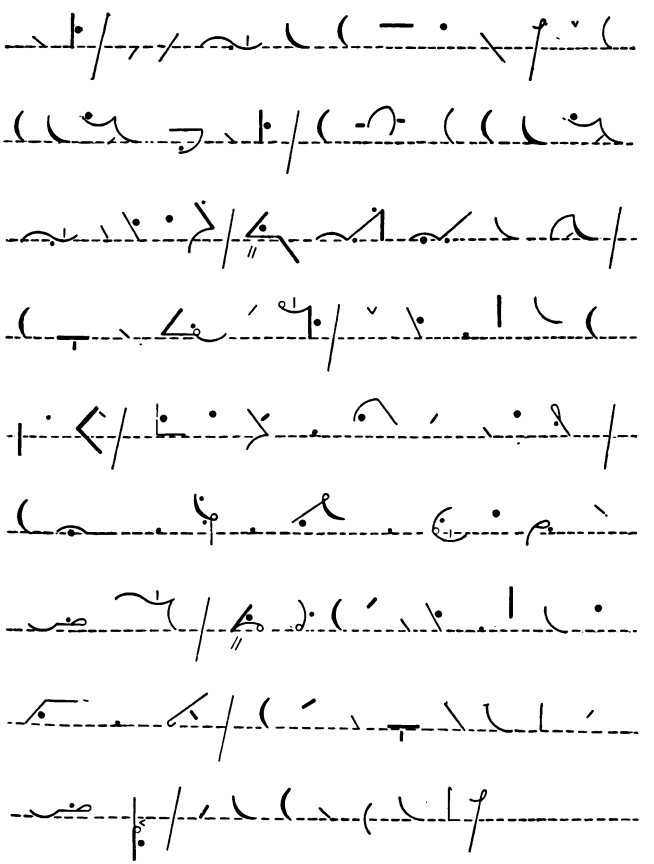
quotations pleasantry grief doubt under-score



74. Read the following exercise until it can be read as readily as if written in longhand; then copy *ten times*. The full outlines are vocalized; the balance are word-signs.

READING EXERCISE.





75. The following writing exercise contains all the word-signs in the above lists. The few words that are not sign-words are printed in *italics*, and are to be written in full and the vowels properly placed. Copy again and again; and finally write, from dictation, *three times in twelve minutes.*

WRITING EXERCISE.

Several of them think they ought to *go*. O, I think they charge each a dollar, but it is too much. Of all who should come, two ought to *go* on. *Suppose* they should be subjected to a large charge, have they much advantage at first? It is to the advantage of the party to *go into* the country. It *seems* they hope to be happy if they come up together. Whom have they to thank for it? They gave out this subject, "A change of kingdom or of country." It is objected to by some who had come because they think it is to thy advantage. Those who have come have thanked thee and given a dollar each; however, some object to it. They have come. But few had ever said it is too high. They already have them at an advantage. How much do they owe thee? An eye for an eye, and a *tooth* for a *tooth*. The subject itself was given to them on *Tuesday*. I think it is common for them to do this. They *said*, "Awe, oh," or "aye." It has come to this.

SEVENTH LESSON.

CONSONANT WORD-SIGNS (*concluded*).

76. Again we remind the learner of the necessity of memorizing the word-signs; they should be learned as well as the letters of the alphabet itself. They are the "backbone" of reporting, and he who has not the patience necessary to learn the different lists may safely conclude that he will find his vocation lying in some other direction than that of shorthand. The following list is to be written *fifty times*, according to directions under section 68, which

 those, thus, *Thee* 3-*iss*

this is, this has, themselves, *Thee* 2-*sez*

see, saw, *S* 1

so, say, *S* 2

us, use, *S* 3

 was, *Z* 2

use, *Z* 3

is, his, *iss* 1

 as, has, *iss* 2

here, hear, her, *R* 1

 our, hour, *R* 3

 hers, herself, *R* 1-*iss*

ours, ourself, *R* 3-*iss*

ourselves, *R* 3-*sez*

 me, my, *M* 1

am, may, him, *M* 2

home, *M* 3

myself *M* 1-*iss*

 himself, *M* 2-*iss*

in, any, *N* 1

no, know, *N* 2

 own, *N* 3

is as, is his, his is, his has, *sez* 1

 as has, as h-is, has his, has as, *sez* 2

first, *steh* 2

 wish, she, *Ish* 1

shall, shalt, *Ish* 2

usual-ly, *Zhay* 2

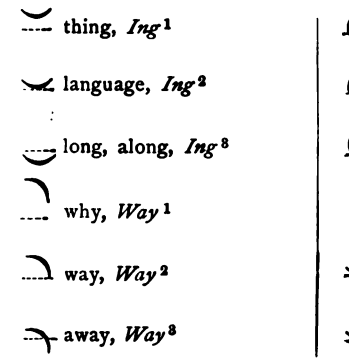
 will, wilt, *Lay* 2

whole, *Lay* 3

are, *R* 2; or,

 are, *Ray* 2

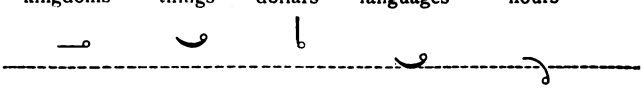
influence, *N* 1-*iss*



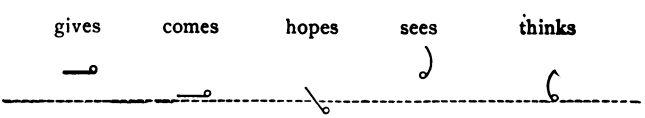
REPORTING PRINCIPLES.

77. The past tense may be shown by *d* disjoined, as in "objected;" and where the word ends in *s*, by changing *iss* into *steh*, as in "influenced."

78. The plural number or possessive case of a noun may be indicated by adding *iss*.

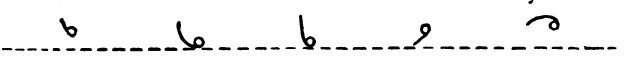


79. The small circle may be added to indicate the third person singular of a verb in the present tense.



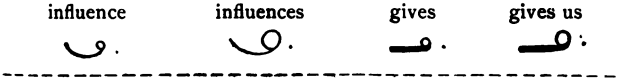
80. *Is*, *as*, *his*, *has*, *self*, and *us* may be joined to a word-sign by *iss*.

of his for us it is he has myself



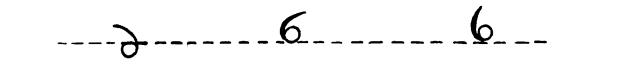
81. In applying the principles in sections 70 and 71, if the word ends with a circle, the circle must be enlarged.

influence influences gives gives us



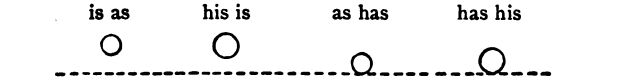
82. *Selves* may be indicated by enlarging the circle.

ourselves yourselves themselves



83. Enlarging the circle word-signs *is*, *his*, *as*, *has*, adds to these words another circle word-sign.

is as his is as has has his



84. When a word-sign represents two or more words, they are usually of different parts of speech, or have some other distinguishing characteristic which will readily determine the word to be used.

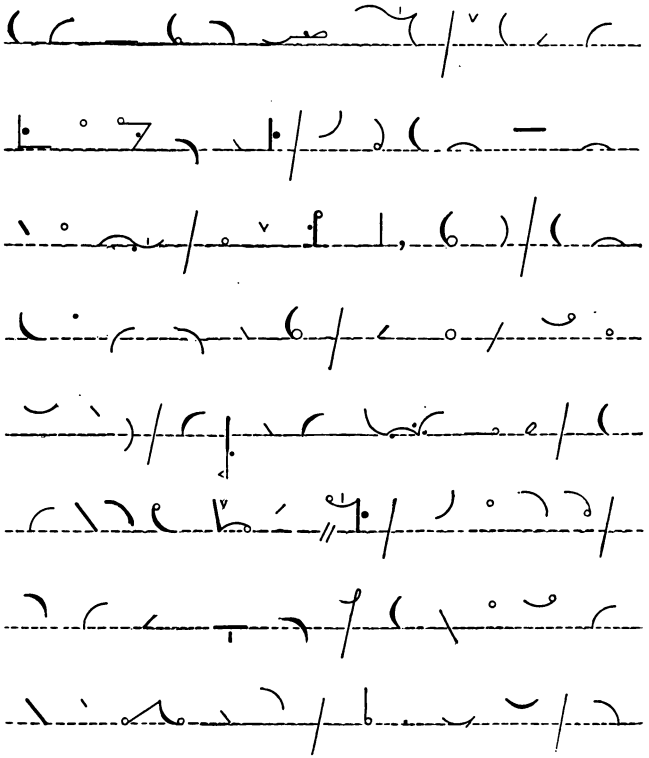
TO THE LEARNER.

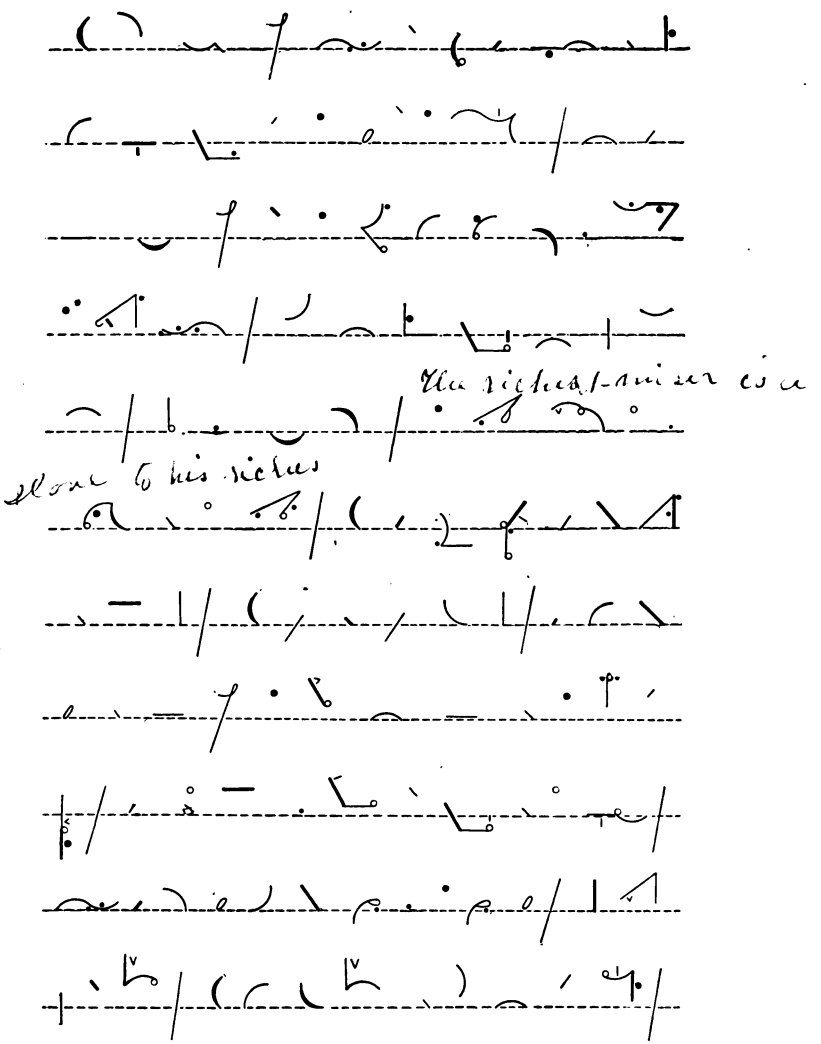
85. It is an excellent practice, when reading an article, to note the sign-words, and picture in the mind the signs by which the word is represented; learn to mentally outline, not only word-signs, but full outlines. The word-signs must be so thoroughly learned that they can be written and read instantly, and you should apply yourself, *diligently and faith-*

fully, to the mastery of this part of the phonographic art. Do not let any impatience or indolence prevent you from giving to every exercise the required amount of practice, both in reading and writing.

86. The following exercise, with the exception of the few words that are vocalized, consists of word-signs only. Read and copy the sentences *ten times*.

READING EXERCISE.




Alone to his riches
Alone to his riches

87. The following writing exercise contains all the word-signs in the above list, together with some in the preceding lesson. Words printed in *italics* are not sign-words, but are to be written in full. Write the exercise again and again; and finally to be written, from dictation, *three times in fifteen minutes.*

WRITING EXERCISE.

He will see those first who come on *Saturday.* This is the whole thing in our own language. I know she ought to see to these things. Though it is ever thus, but few think it should be so. They know it themselves, for they saw it. This has come to *stay.* This has his influence, and he will use it to her advantage. Yes, I know he said this: "They usually come here on the first of the *month.*" He *says* he will give us the use of his home for an hour or two. She herself knew it was to be given to him. Is he to go along and hear her *speak* on the subject which was given a long time ago? As I said last *Sunday,* I shall come by myself, as usual. It is ours, and, if they wish, will come for it ourselves. His is as large as ours. No, I shall go home now, anyway. Am I to go, or will he go himself? If thou wilt give him thy influence, he will thank thee for it. It is hers, and thou shalt give it *back* to her thyself. Yes, sir; it is a holy hour; why do they ask? It is common for them, *like* ourselves, to come this way. May he come and see me? Your *road* may be the best, but my way will *take* them away up high. His is a new thing. They say he will be here *next Sunday.*

REVIEW QUESTIONS. — SEVENTH LESSON.

1. How may the past tense be shown? 2. If the word ends in *s*, how? 3. How is the third person singular of a verb in the present tense indicated? 4. How is *self* indicated? 5. *Selves*, how? 6. What words may be added by a circle?

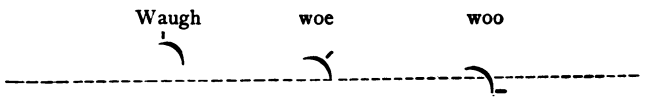
EIGHTH LESSON.

DIFFERENT METHODS OF EXPRESSING W AND Y.

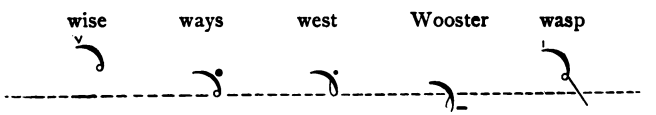
88. As has already been stated, each lesson presents some new principle of abbreviation, some shorter method of representing letters, syllables, and words. In this lesson is presented a briefer method of representing *w* and *y*. Remember that each new principle adds to the facility of writing words where such principle can be applied, and at the same time gives material for increasing speed; hence the necessity of thoroughly learning and applying these principles is obvious.

89. *W* is expressed in three ways: by *a stroke*, *semicircle*, and *a hook*. The rules for the use of the stroke are as follows: —

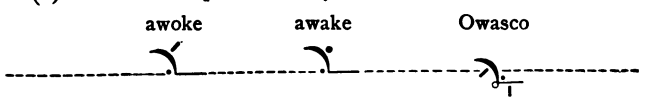
(*a*) When *w* is the only consonant in the word.



(*b*) When initial *w* is followed by *s*, *st*, or *str*.



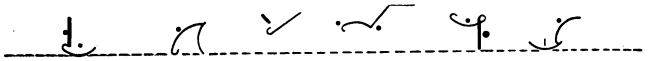
(*c*) When *w* is preceded by an initial vowel.



W REPRESENTED BY A HOOK.

90. In order to secure better outlines, and for convenience in joining, *w* is represented by a hook when the next consonant following *w* is *L* (up or down stroke), *M*, *N*, or *Ray*.

Edwin wealth war Wimrick Wednesday unwell



91. The circle is prefixed to the *w*-hook by writing it distinctly within the hook.

swallow swim swine swore

92. The names of the *w*-hooks on *Lay*, *M*, *N*, *Ray* are as follows: *Wel*, *Wem*, *Wen*, *Wer*.

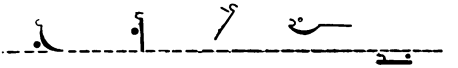
93. With the *iss*-circle and *w*-hook: *iss-Wel*, *iss-Wem*, *iss-Wen*, *iss-Wer*.

94. The learner should copy the above outlines not less than twenty-five times. Familiarity with, and skill in tracing, every new outline is absolutely necessary. Beginners are in the habit of writing the easy combinations the designated number of times, but "skip" the hard ones; this is not as it should be, but every new outline, whether difficult or not, should be written many times.

W REPRESENTED BY SEMI-CIRCLES.

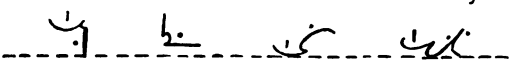
95. The semi-circles, representing the simple power of *w*, are joined at an angle to the consonant-strokes and invariably open to the right or left; when opening to the right they are called *weh*, to the left, *wuh*.

wave wade watch wink wag



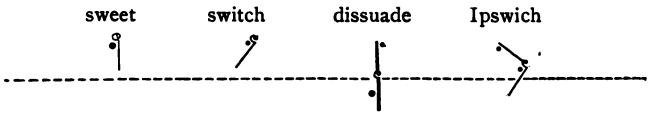
96. The semi-circles and hooks are also used between strokes.

unwed tweak unwell unworthy



97. The circle may be prefixed to the brief signs by writing it distinctly within the sign.

sweet switch dissuade Ipswich



98. The names of the outlines for the words illustrating the principle under section 95 are as follows: *weh-V*^{2}, *weh-D*^{2}, *weh-Chay*^{1}, *wuh-Ing*^{1}*-K*, *wuh-Gay*^{2}. Section 96: *N-weh-D*^{2}, *T*^{1}*-wuh-K*, *N*^{2}*-wel*, *N*^{2}*-wer-Ith*. Section 97: *iss-weh-T*^{1}, *iss-weh-Chay*^{1}, *D*^{2}*-iss-weh-D*, *P*^{1}*-iss-weh-Chay*.

99. In the use of the semi-circles either *weh* or *wuh* may be used, according to convenience of joining.

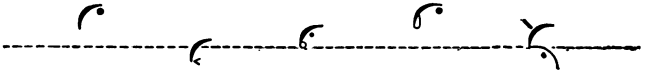
100. The use of the nomenclature, or the naming of the outlines, as illustrated above and in the word-signs, is an admirable feature of the Graham system, and the learner is advised to become familiar with it. Every shorthand character has a name, and the naming of the signs enables us, as it has been aptly termed, to "talk shorthand." The use of this "naming" enables the teacher to describe an outline, to tell the learner how to write certain words or phrases without putting the sign upon paper; in the one case he gets a clear conception of the outline to be written,

through the sense of hearing, in the other, through sight. The advantage of indicating outlines by naming them cannot be over-estimated.

THE STROKE FOR Y.

101. The stroke for *y* must be used as follows: When *y* is the only consonant in the word; when initial *y* is followed by *iss* or *steh*; when *y* is preceded by an initial vowel.

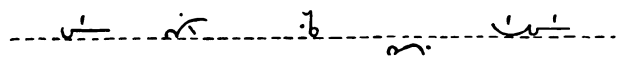
ye yew yes yeast oyer



Y REPRESENTED BY SEMI-CIRCLES.

102. The semi-circles for *y*, representing the simple power of that letter, open upward and downward, and are joined at an angle to the consonant strokes. The sign opening at the top is called *yeh*, at the bottom *yuh*.

yoke yellow Yates yam unyoke



(*a*) The semi-circle is used not only at the beginning of words but between strokes, as illustrated in "unyoke."

(*b*) The convenience of joining determines whether *yeh* or *yuh* is to be used.

BRIEF SIGNS WRITTEN IN THE PLACE OF THE VOWEL.

103. A convenient method of expressing *w* and *y*, with a following vowel, is provided by simply writing the brief sign in the place of the vowels; shading them for the long vowels, and making them light for the short vowels.

104. The union of the brief sign for *w* with the following vowel is illustrated in the table below; the dot series are represented by the brief sign opening to the right, the dash series by the sign opening to the left.

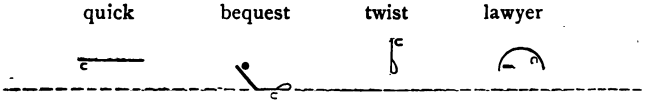
DOT GROUP.			DASH GROUP.		
wē	wā	wah	wau	wō	wōō
wĭ	wĕ	wă	wŏ	wŭ	wŏŏ

105. The union of the brief sign for *y* with a following vowel is as follows: The sign opening upwards representing the dot series, downward, the dash series.

DOT GROUP.			DASH GROUP.		
yē	yā	yah	Yau	yō	yōō
yĭ	yĕ	yă	yŏ	yŭ	yŏŏ

106. The use of the brief sign for *w* and *y* disjoined, and written in the place of the vowels, is used principally between consonants, where the hook, or semi-circle, could not be joined to advantage.

quick bequest twist lawyer



TO THE LEARNER.

107. The necessity of a thorough understanding of every principle presented in each advanced lesson cannot be urged too strongly. The experience of Charles Dickens, as given in his own language in "David Copperfield," will be the experience of every learner of shorthand who only half masters the principles. It will be as impossible to make satisfactory progress in the art without thoroughly understanding the principles presented in each lesson, as it would be for a workman to erect a building without a suitable foundation.

Do not get the impression that you are smarter than others who have learned shorthand, and that it will only be necessary for you to "glance over the lessons." If you do you will be disappointed, for you will find that you will have the work to do over again, providing you did not thoroughly master the principles as they were presented. Take this lesson as an illustration as to what should be done; first, ask yourself the question: "What is the object of this lesson, and what does it present?" It presents the different methods of representing *w* and *y*, and illustrates the rules where the different methods are to be used.

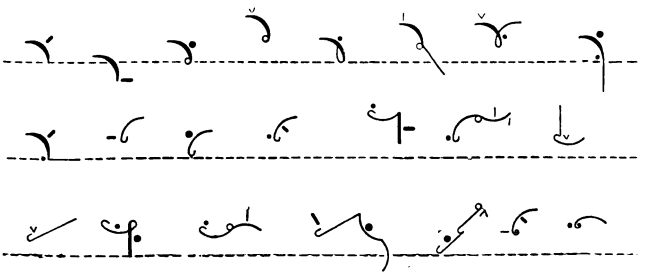
If you are to write a word in which *w* must be represented, find out first if it is to be written with the stroke; decide this by reference to the rules under section 89. Is it to be represented by a hook? This will be decided by reference to section 90. If it is not to be represented by a stroke or hook, then the brief sign must be used. If a word is to be written in which *y* must be represented, apply the rules for writing that letter; decide this by reference to

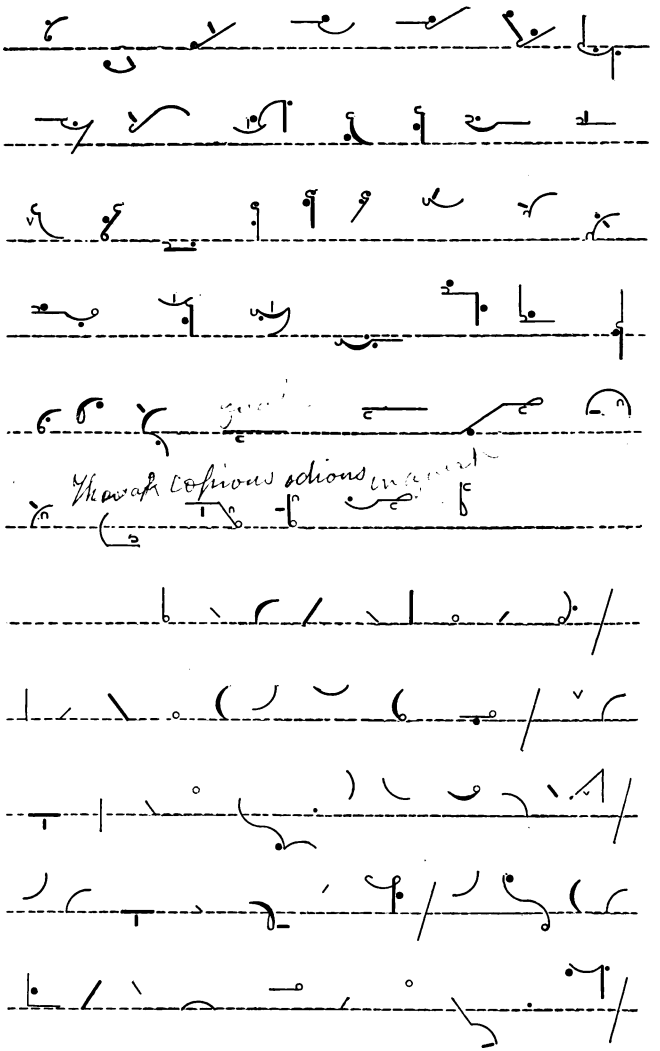
section 101; if the stroke is not used, then it is to be represented by the semi-circle.

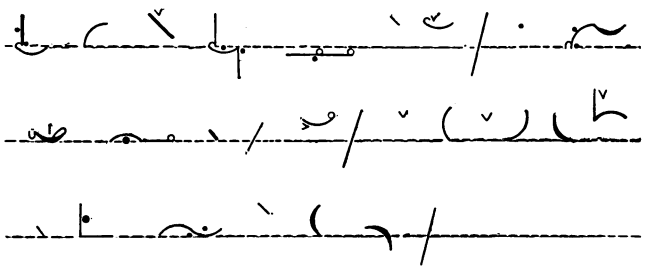
It may be asked: "Must a similar process be gone through with every time a word is to be written in which *w* and *y* occurs?" By no means; for, if the principles are thoroughly fixed in the mind, there will be no more hesitancy as to which method is to be employed for representing the letter than there is in deciding, in the common longhand, when *w* shall be written with a capital letter, or that we put a period at the end of a declarative sentence, or an interrogation point at the end of an interrogative sentence; there is no mental effort about it. So it will be in applying the principles in shorthand; after they are *thoroughly* understood they will be applied with no thought or mental effort as to which method of representing the letter is to be employed. Say to yourself: "I will begin with this very lesson, and will not leave it until I am as familiar with the principles presented as I am with the letters of the alphabet;" let this be your method of practice with every lesson, and success is guaranteed.

108. The following exercise is to be read and copied *ten times*.

READING EXERCISE.




Thorough copious actions



109. The following exercise is to be written, corrected, and then rewritten *ten times*.

WRITING EXERCISE.

Weigh, awoke, Owego, sway, Wooster, waist, wane, wit, weed, watch, weaver, wash, wig, switch, sweet, Dwight, twang, yore, quire, swarthy, web, swine, Yale, yams, unweighed, twig, youth, folio, inquest, washings, twain, wings, wealth, widower, Webster, weakness, Oswego.

The following speed sentence is to be written, from dictation, *four times in one minute*. "To study the lives and laws of the wise of our own country is the common thing in our day and age."

REVIEW QUESTIONS. — EIGHTH LESSON.

1. By what signs is *w* expressed? 2. Give the rules for the use of the stroke for *w*. 3. On what four letters is *w* expressed by a hook? 4. How is the circle prefixed to the *w*-hook? 5. What are the brief signs for *w* and *y*? 6. How are they joined? 7. How is the circle prefixed to the brief signs? 8. When is the stroke for *y* used? 9. How are *w* and *y* with a following vowel expressed? 10. Where is the brief sign for *w* and *y*, disjoined, principally used?

NINTH LESSON.

110. Directions for learning the word-signs will be found in section 68, which see. The following list is to be written *fifty times*.

W AND Y WORD-SIGNS.

we, with, *weh* 1

 were, *weh* 2

what, *wuh* 1

 would, *wuh* 2

 ye, year, *yeh* 1

 yet, *yeh* 2

 beyond, *yuh* 1

 you, *yuh* 2

while, we will, *wel* 1

well, *wel* 2

 we are, *wer* 1

 where, *wer* 2

 aware, *wer* 3

we may, with me, with my, *wem* 1

 with him, *wem* 2

when, we know, *wen* 1

 one, *wen* 2

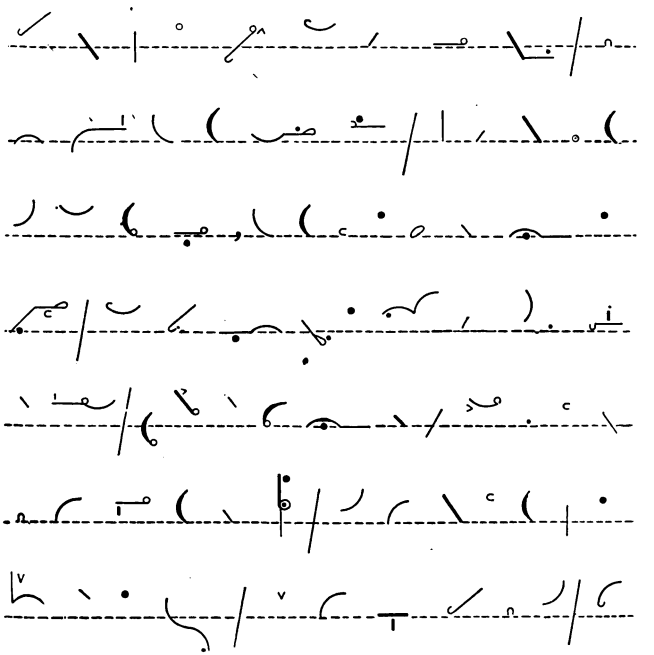
TO THE LEARNER.

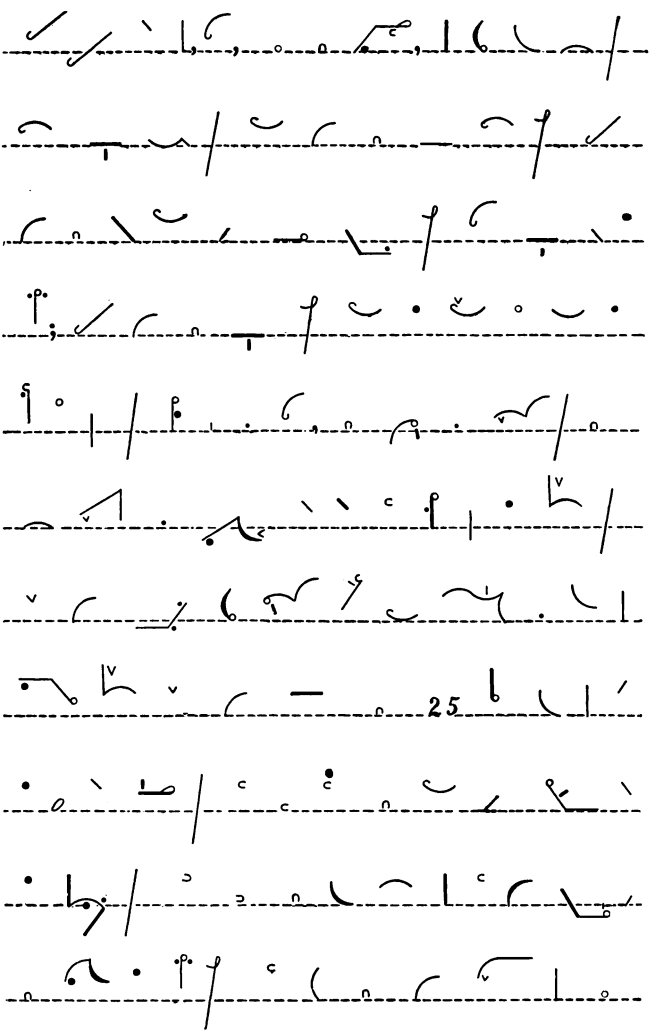
111. You must write well before you attempt to write rapidly. Badly written shorthand takes too much time to decipher. Speed comes of familiarity with the principles, and the application of the same in much writing. We hear the name of a friend, and immediately we recall his features;

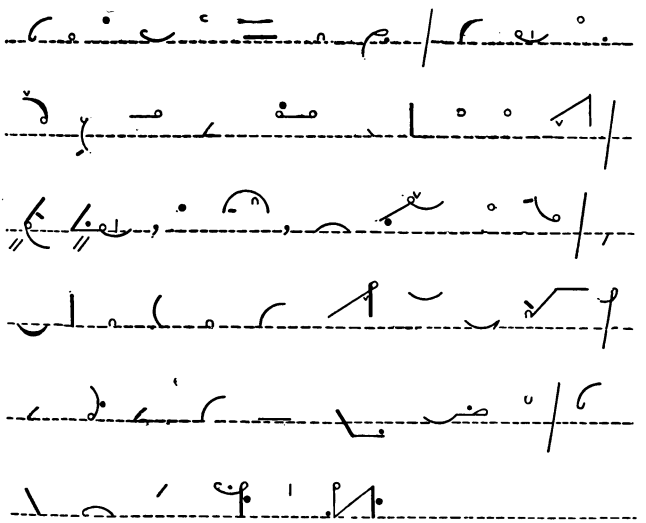
it is something like this in writing words in shorthand, only instead of seeing the word, we hear it spoken, and immediately the outline for that word is presented to the mind, and the degree of facility with which we trace the outline will depend upon the number of times we have written it. Words must be written without mental effort to recall the sign. When this can be done the learner may write as fast as he can, and every hour's practice in writing the outlines for words, or signs for the same, will increase his speed.

112. The following exercise is to be read and copied *ten times*.

READING EXERCISE.







113. The following exercise contains all the *w* and *y* word-signs. To be written, from dictation, *four times in fifteen minutes.* Words in *italics* are not word-signs.

WRITING EXERCISE.

They are aware we were with him several times this *week.* Well, while you are with me we will do well by you; do you object to this? When will you know what they will do? We know where you will *go* and what you would have us do with the *work.* Do you think it is well for him to go beyond the *city?* He has yet to *show* us how we will *make* these things. We will *still* think well of him if he will do the *right* thing. When you *spoke* of all it would do, he *said* he would *go* with you.

James Smith, New York. The party for whom you are

to *make* the *boxes says* it will be *necessary* to *make* them *sixteen inches* long, *twelve wide*, and four *deep*. He *also asks* if you will *wait* on him *three months*, as he is out of *money just* now, but will *pay* you by *July* first. What *answer* shall I give to his *request?*

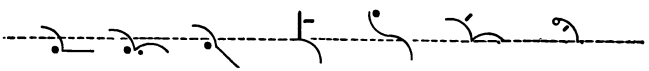
TENTH LESSON.

RULES FOR UPWARD AND DOWNWARD L, R, AND SH.

114. For convenience of joining to other consonants, *r* is represented by a curved and straight stroke, and *l* and *sh* are written both upward and downward. The rules governing the use of these strokes are as follows: —

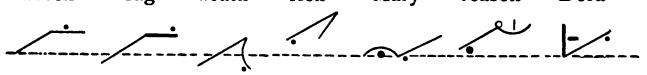
(*a*) Downward *R* is used when *r* is preceded by an initial vowel, when *r* is the last sound in a word, and when *r* is initial and followed by *m*.

ark army Arp door fear Rome sore



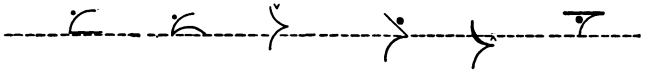
(*b*) Upward *R* is used when it is the first letter in a word, and when it is followed by a final vowel.

wreck rag wrath rich Mary reason Dora



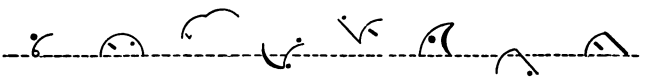
(*c*) Downward *L* is used when *l* is preceded by an initial vowel, and when it is the last sound in the word.

elk elm file pale vowel gale



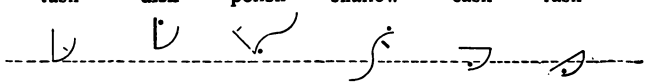
(*d*) Upward *L* is used when *l* is the only stroke-consonant in the word, when it is the first letter in a word, and when it is followed by a final vowel.

sale lower lime valley pillow lathe lap lobe



(*e*) Upward *sh* is used after *T* and *D*, and before and after *Lay;* the down stroke for *sh* is used in almost every other case.

tush dish polish shallow cash rash



(*f*) In the middle of words use the up or down stroke for either letter, according to convenience.

(*g*) Exceptions to the above rules are when the junction with a preceding or following consonant would be inconvenient.

(*h*) By reason of the forward movement of the pen in writing the upward stroke for *l* (Lay), many reporters use it instead of the downward stroke at the end of a word, whether a vowel follows or not.

TO THE LEARNER.

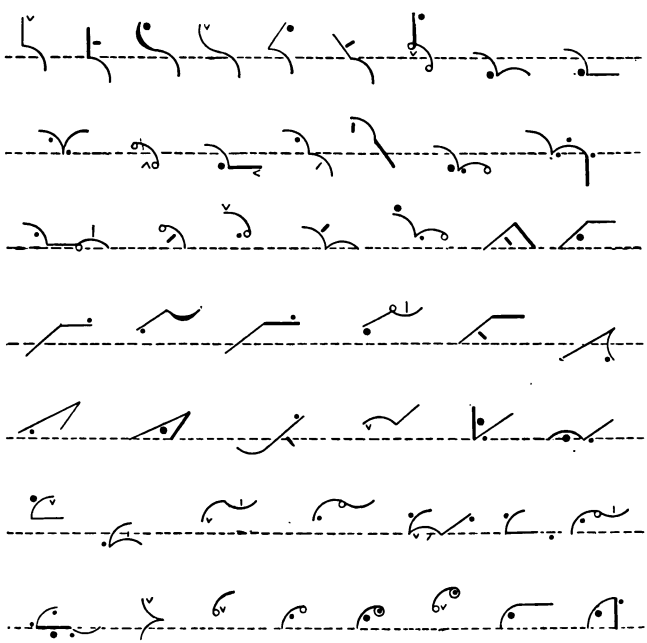
115. The utmost familiarity with the rules given in this lesson is necessary, to the end that the writer will not hesitate a single instant in determining which stroke is to be

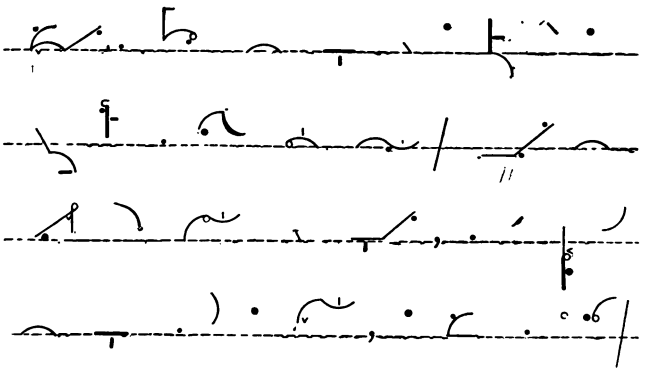
used, any more than there is in deciding what letters shall be used in writing a word in the common longhand.

The learner who shirks the labor necessary to thoroughly master every rule and principle in each lesson, and apply the same in writing, may safely conclude that he has not the necessary qualifications to succeed in shorthand, or any other profession where close application and faithful study are necessary to success.

116. The following exercise is to be read and copied *ten times*.

READING EXERCISE.





117. The following words are to be written, corrected, then rewritten *ten times*.

WRITING EXERCISE.

Ark, Arab, arm, earlap, oar, armory, bar, far, tear, shear, chore, four, shower, ream, repay, rack, raid, wrath, rash, relay, wrong, rainy, review, repack, write, rock, rage, rosy, carry, story, steamer, bureau, earth, Mary, wreath, rich, misery, gory, tarry, notary, revive, revenue, injury, victory, votary, Azro, Ruth.

Elk, length, Longly, Almira, listen, alike, Lang, lung, elm, fail, gale, file, vessel, kneel, rail, seal, likeness, tallow, slack, lame, laces, look, lap, counsel, billow, fellow, filley, valley, wisely, comely.

Shawl, slush, tissue, lash, Shaw, Nash, cash, polish, sash, Jewish, rash.

Write, without vowels, the outlines of the following words; correct and rewrite *five times*. Engage, receipt, Mexico, dispose, rescue, dialogue, demagogue, enigma, capacity,

music, officer, custody, despatch, gazette, affair, succeed, sublime, exceed, infect, barrier, rebuke, furrier, solitary, excels, elbow, rejoice, business, intimacy, dismal, female, knock, egotism, disengage, damsel, Tennessee, epidemic, survive, apology, enforce, ramify, dispose, poetic.

The following speed sentence to be written, from dictation, *five times in one minute:* "Thomas gives many reasons why they should abolish the law at this season of the year."

REVIEW QUESTIONS. — TENTH LESSON.

1. What are the two strokes for *r*? 2. Which one is written upward, and which downward? 3. What are *l* and *sh* called when written upward? 4. Give the rule for the use of the down-stroke for *r*. 5. The up-stroke. 6. Give the rule for the use of the down-stroke for *l*. 7. The up-stroke. 8. Give the rule for the use of the stroke for *sh*.

ELEVENTH LESSON.

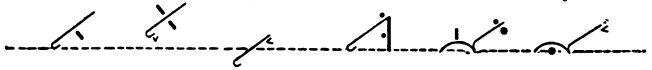
H, EMP, PREFIXES AND AFFIXES.

118. H is the weakest element and one of the most frequent occurring letters in the English language. It always comes before a vowel, and in shorthand is represented in four ways: by a *stroke*, by a *tick*, by a *dot*, and by shading the *w*-hook.

119. The rules for the use of the stroke are as follows:

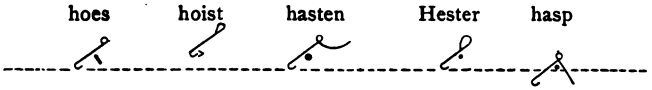
(*a*) When *h* is the only consonant in the word, or when it is preceded by an initial vowel, or followed by a final vowel.

hoe Ohio Hugh ahead Omaha Mayhew



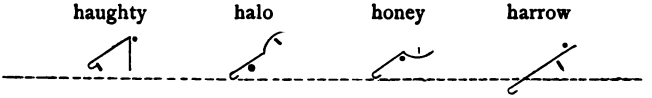
(*b*) When initial *h* is followed by *s*, *st*, or *str*.

hoes hoist hasten Hester hasp



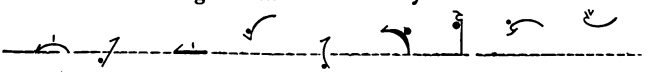
(*c*) When initial *h* is followed by a consonant which is followed by a final vowel.

haughty halo honey harrow



120. The tick for *h* is joined to a following consonant by writing it, according to convenience, in the direction of *P*, *Chay*, or *Ray*.

hum hatch hug hill hath whey wheat whim whine



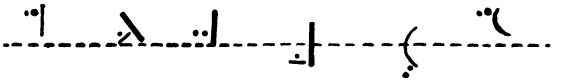
NOTE. — The method of indicating *h* in such words as *whey*, *whig*, *whine*, and similar words, corresponds with the pronunciation of those words, therefore, they are correctly represented. In the common orthography such words are written with the *h after* the *w*, although the aspiration is *before*.

121. The *h*-dot is placed beside the vowel, either to the left or above. Its use is principally between consonant strokes.

adhere unhung mahogany Maheim inhale

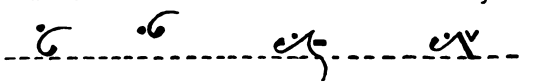
122. The learner need not necessarily confine the use of the dot for *h* between strokes, but, if more convenient, can use it at the beginning instead of the tick.

heat hub head hood hath heave



123. The *w*-hook on *Lay* and *Ray* is aspirated by shading the hook.

whale wheel wherefore whereby

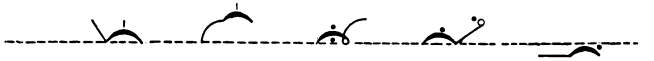


124. The advanced writer frequently omits *h*, except in those cases where the stroke is required; and often, instead of the dot or tick, he simply places the vowel that follows the *h*, making no attempt to express aspiration.

SHADED M.

125. *M* may be shaded to add *p* or *b*, a combination of consonants of quite frequent occurrence. The name of the shaded *m* is *Emp* or *Emb*, according as the shading indicates the addition of *p* or *b*.

pump lump embezzle embarrass camp



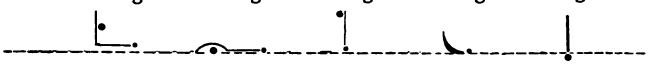
PREFIXES AND AFFIXES.

126. The frequently occurring syllables *con* and *com* are expressed by a light dot placed before the remainder of the word; *accom*, by a heavy dot.

commit conscious convey accompany accompanist

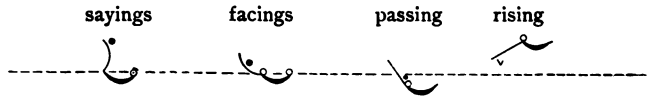
127. The affix *ing* may be indicated by a light dot placed at the end of a word; *ings*, by a heavy dot.

taking making eating having doings



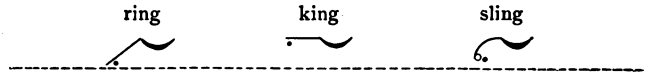
(*a*) When it can be conveniently joined, *ings* is better expressed with *Ing-iss*. After *iss*, *Ing* is frequently expressed by the stroke.

sayings facings passing rising



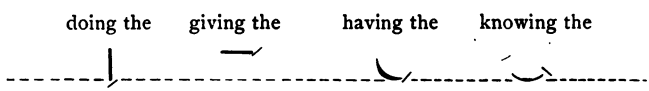
(*b*) The *Ing*-dot cannot be used in words of one syllable which end in *ing;* in such words the stroke must be used.

ring king sling



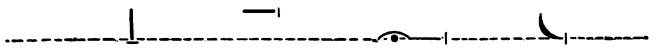
128. The affix *ing* and a following *the* may be expressed by a disjoined *tick* in the direction of *P* or *Chay*, choosing that direction which is most variant from the stroke with which it is to be read.

doing the giving the having the knowing the

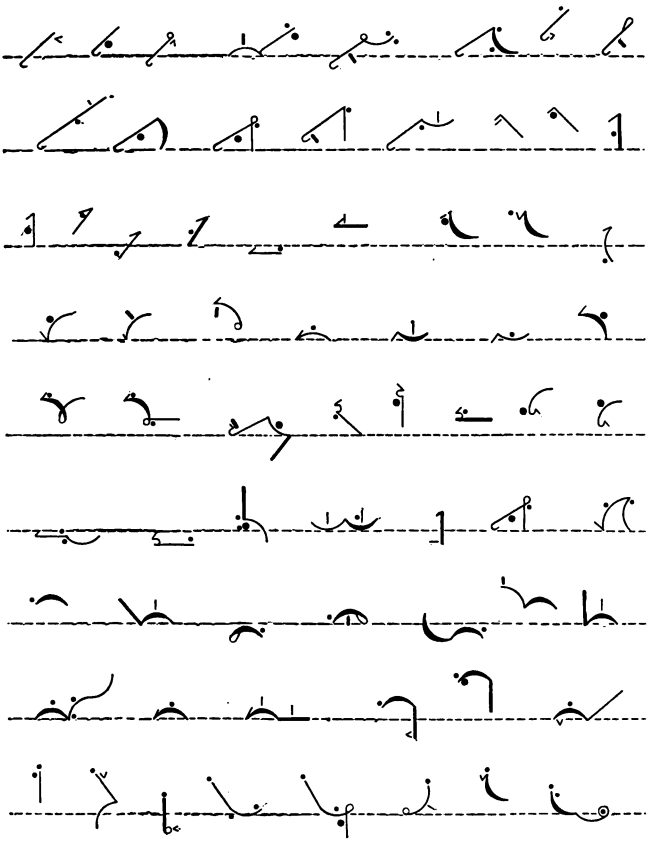


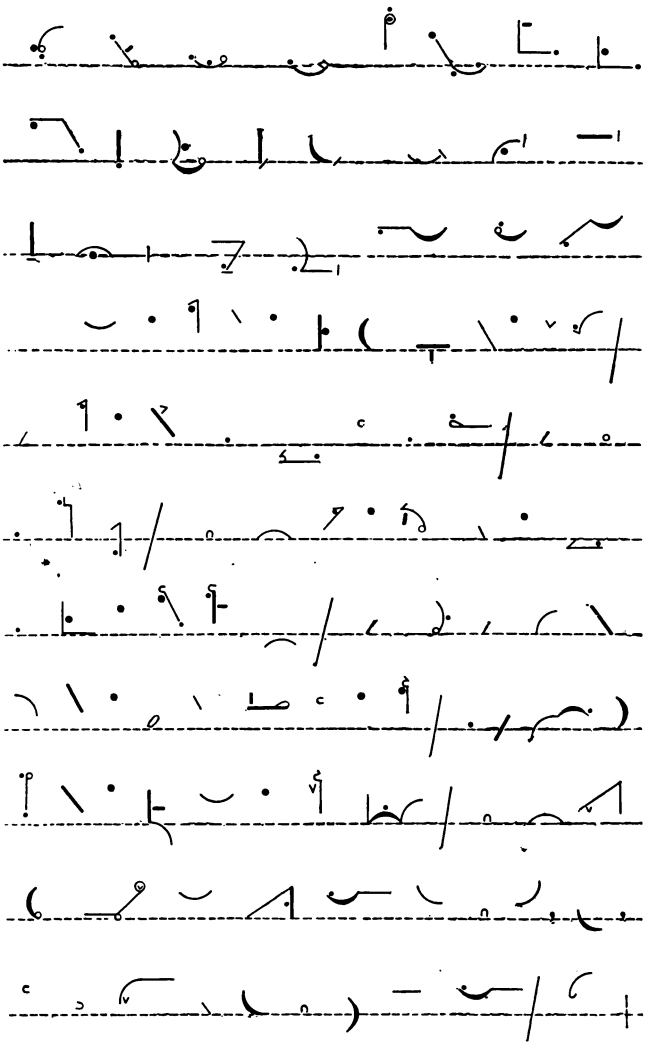
129. The affix *ing* and a following *a*, *an*, or *and* may be expressed by a disjoined *tick* in the direction of *T* or *K;* the direction chosen is that which is most variant from the stroke in connection with which it is to be read.

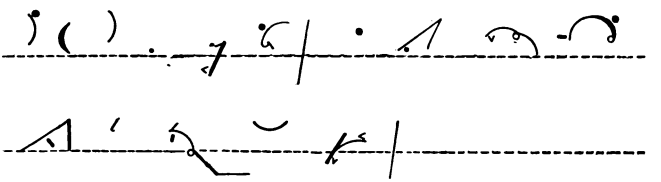
doing a giving an making a having and



130. The following exercise is to be read and copied *ten times.*







131. A good plan to adopt in writing the single-word exercises is, to write the proper shorthand outline at the left of a page of foolscap paper, in which case the words will appear in column. Hand to the teacher for correction, and when returned fill out the line, writing the outline over and over again, endeavoring each time to gradually increase the speed as well as the general appearance of the writing. This plan can also be adopted in writing the word-signs the designated number of times.

132. The following words are to be written, corrected, then rewritten *ten times.*

WRITING EXERCISE.

Ohio, haw, hoy, Howe, hiss, hisses, Hester, host, Lehigh, Horace, hasten, hug, health, hoggish, help, helm, hearse, harm, homesick, hominy, whilst, whine, whereby, whack, whig, whiff, whit, whiplash.

Stump, simple, ample, pomp, encamp, lamp, lump, example, embellish, vamp, camp, empower, impish, embody, embark.

Compile, convey, compare, compose, conceal, confess, contest, conscious, consist, accompany, lacking, thinking, giving, feasting, posting, musings, talking, taking the, doing the, jumping, eating the, living and, seeking a, making an, rising, doings, kings, facing, sing.

Practise the following letter until it can be written from dictation, *four times in five minutes:* —

Hugh Smith, Cincinnati, O.

We wish you would *make* out your *bill* for *last month*, and we will *arrange* for *paying* it by the first of *July*. We hope our *delay* in *paying* the *sum due* will in no way *embarrass* you. It is our *desire* to *make* up for any *loss* the *delay* may have *caused* you, knowing this is the way you would do by us. Thanking you for *waiting* on us so long, we are, Yours sincerely,

JAMES & HUSON.

REVIEW QUESTIONS. — ELEVENTH LESSON.

1. Before what class of letters does *h* always occur? 2. How many, and by what signs is *h* expressed? 3. Give the rules for the use of the stroke for *h*. 4. How is the tick for *h* used? 5. Where is the *h*-dot placed, and where is it principally used? 6. *M* is shaded to add what two letters? 7. How are the prefixes *con* and *com* indicated? 8. *Accom*, how? 9. How may the affix *ing* be expressed? 10. *Ings*, how? 11. When *ing* occurs in words of one syllable how must it be expressed? 12. How is the affix *ing* and a following *the* indicated? 13. *Ing* and a following *a*, *an*, or *and*, how?

TWELFTH LESSON.

CONTRACTIONS (FIRST LIST).

133. In addition to word-signs, which have already been explained, and four lists presented, every system of shorthand has also a list of contractions, — words not written in

full, but, as the term implies, contracted. The former usually consists of a single stroke with or without hook, loop, or circle, while the latter consists of two or more of the principal consonants of the word, with or without hook, loop, or circle. The lists are made up of words of frequent occurrence, and words difficult of rendition in their full form. The lists must be as thoroughly familiarized as the word-signs.

134. The directions given for learning the word-signs also apply to the learning of the contractions. See section 68. The following list is to be written *fifty times*.

acknowledge, *K-J*²

anything, *N*¹-*Ing*

anywhere, inquire, *N*¹-*wer*

familiar-ity, *F*²-*M*

forever, *F*²-*V*

highly, I will, *Pet*¹-*Lay*

impossible, impossibility, *Emp*¹-*iss*

important-ance, *Emp*¹

into, *N*-*T*²

onto, *Ret*¹-*Pet*

irregular-ity, *R*²-*Gay*

knowledge, *N*-*J*²

become, *B*²-*K*

disadvantage, *D*²-*iss*-*J*

enough, *N*-*F*²

notwithstanding, *N*¹-*T* intersecting

nothing, *N*-*Ith*²

objector, *B*² *R*

peculiar-ity, *P*²-*K*

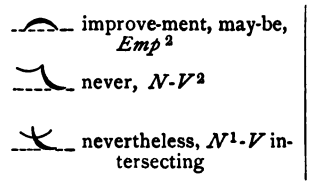
refer, *Ray*²-*F*

referred, *Ray*²-*F D* disjoined

refers-ence, *Ray*²-*F*-*iss*

regular-ity, *Ray*²-*Gay*

represent, *Ray*²-*P*



DERIVATIVES.

135. When a primitive word is represented by a word-sign, a derivative may be formed by prefixing or affixing to the sign the necessary consonant or consonants to form the derivative, joining them if convenient; if not, they may be disjoined.

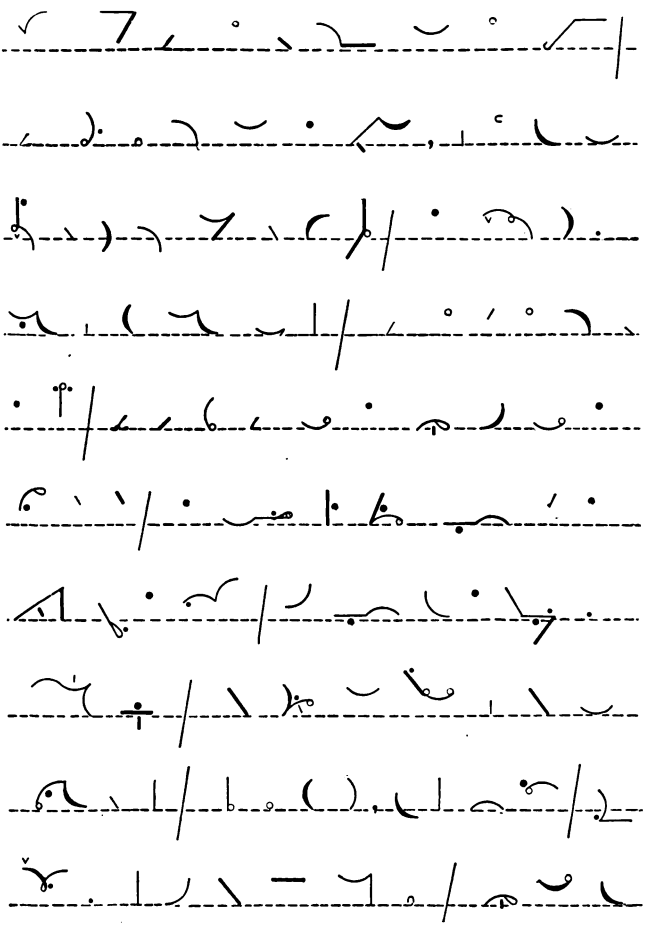
peculiar peculiarly familiar unfamiliar

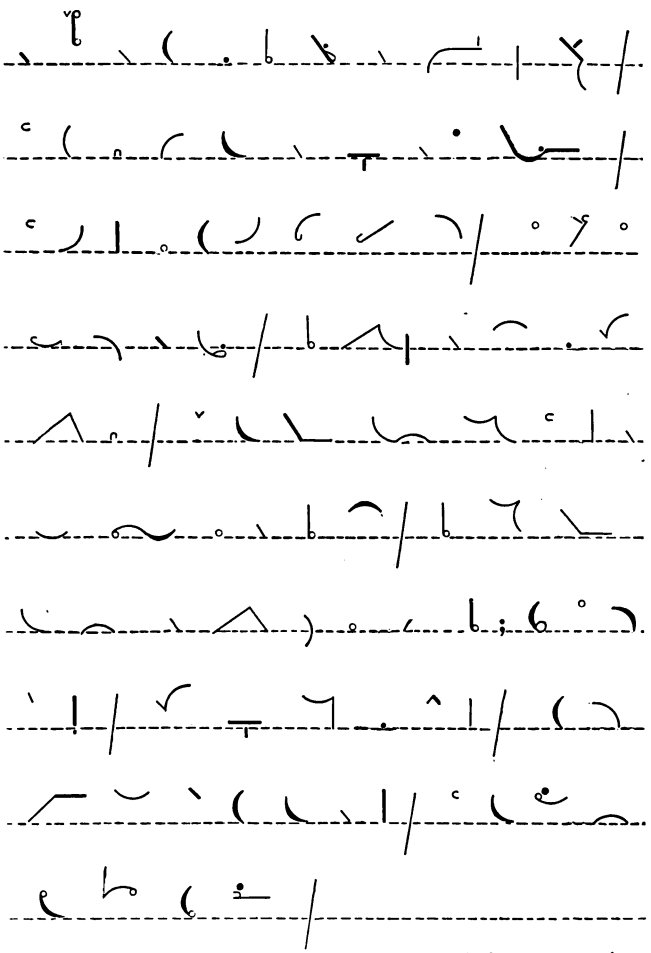
TO THE LEARNER.

136. It does not take a long time, comparatively, to learn the principles presented in a lesson; it is the illustrating the principles in writing that requires time, and this is the *real work* in learning shorthand, and is generally where the learner fails. *He does not write enough.* He seems to have forgotten the three rules, *practice! practice! practice!* If you are not writing the exercises the designated number of times, then you should set yourself to this task at once, and never leave a lesson until this part of your work has been well and faithfully done. The best teacher in the world cannot help you in this respect. The *real work* must be done by the *learner* himself. And this work, we repeat, is practice! *practice!* PRACTICE!

137. The following exercise is to be read and copied *ten times.*

READING EXERCISE.





138. The following sentences contain all the contractions in the first list. The exercise is to be practised until it can be written *three times in eighteen minutes.*

WRITING EXERCISE.

I will acknowledge it is to his disadvantage to become too familiar with them. This peculiarity of his is referred to us. His knowledge is highly advantageous, nevertheless we are aware of his peculiarity. We will come whenever he has anything to do with them. The objector represented you as one who objected to the object they had in *view*. He forever refers his reference to us, but he is too irregular for us to have anything to do with him. We may do something with him yet, notwithstanding he is never regular in what he has to do. Well, while you are with me we will represent something new; do you object to this? Whenever and wherever he *goes* it will be with my *best* wishes. If it is your wish he will come this way now. It is peculiar for them to refer him to us with *such* regularity. He was referred to us by *James Adams*, but his reference was to his advantage. He may think he will do the *right* thing. I will *go* anywhere you desire and inquire if he knows what has become of them. I have become familiar enough with it to know something as to it. If you will go into it you will see the peculiarity. Your familiarity with the subject is important. Come onto it and you will see. It is impossible for us to *make* the important improvement in the time you *state*. His familiarity is something we have never *liked*. It is nothing of importance to us if he does *go* to the *city*. We think it is an impossibility for one to do these things. Anything you may do will never influence me in my knowledge.

The following letter is to be practised until it can be written, from dictation, *in one minute and thirty seconds*.

James Mason, Chicago, Illinois.

The package you asked us to forward will go by steamer on Saturday, and it ought to reach you by next Wednesday. We hope you will receive it in time to be of service to the party to whom you refer.

We are just asking our customers to pay all, or at least something, on the bills long due. We have several large bills of our own to pay on the first of next month, and if you will help us out we will be happy to have you do so.

Hoping we will receive check by first mail, we are,

Yours sincerely,

JACKSON & THOMAS.

THIRTEENTH LESSON.

JOINING WORDS.

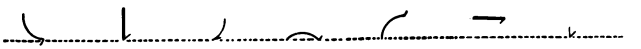
139. In shorthand many common words are joined without taking the pen from the paper; this is called phrase-writing. Proper and judicious phrase-writing adds to speed without sacrifice of legibility, and the learner should make use of this saving principle at an early stage of his practice. More extended remarks concerning phrase-writing will be given in a subsequent lesson.

THE AND HE JOINED.

In order to join *the* to a preceding word it is necessary to change the sign from a dot to a *light tick*, which is written in the direction of *P*, *Chay*, or *Ray*; *he*, although its sign is in the direction of *Chay*, when joined to a preceding word

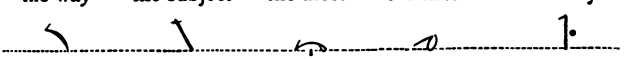
may also be written in the direction of *P* or *Ray*, according to convenience.

for he do the shall he may the will he give the but the



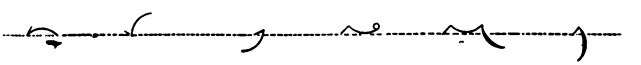
(*a*) When it is not convenient to affix *the* to a preceding word, it is generally written with its ordinary sign, a dot above the line; however, when it is joined, the word to which it is prefixed retains its position.

the way the subject the most the first the day



(*b*) *He* may be prefixed to a *following word*, but it retains its position; that is, it is written *on the line* when it begins a phrase.

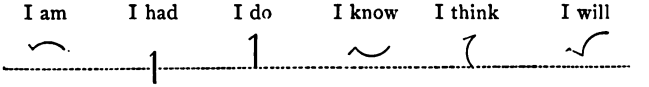
he may he will he shall he knows he never he was



I JOINED.

140. When the sign for the pronoun *I* is joined to a following word, only one half of the sign is used; whether it is the first half, and written in the direction of *P*, or the second half, and written in the direction of *Chay* or *Ray*, is determined by the convenience of joining.

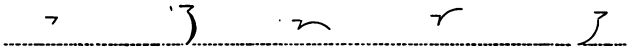
I am I had I do I know I think I will



(*a*) *I* is never affixed except when it is attached to *and;*

but when so joined *I* must be written in the first position, the same as if it began the phrase.

and I and I was and I am and I will and I shall



A, AN, AND, JOINED.

141. *A, an,* or *and* may be prefixed to a *following word* by a tick written in the direction of *T* or *K*, but the word to which it is joined retains its position.

a day and will and is and as and it a boy

142. Phrase-writing is not confined to the joining of *a, an, and, he, the,* or *I;* the principle is extended to the joining of any word-sign, contraction, or full word-form, and the learner should, in so far as he can do so, make use of this principle from now on.

(*a*) The first word of a phrase is written in its usual position, the other words following without regard to position.

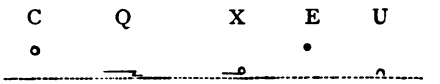
(*b*) When the legibility of the second word depends considerably on its position, the word-sign *as*, if it is the first word in the phrase, may be written out of its position, adapting itself to the position of the word to which it is joined.

(*c*) Sometimes the first word of a phrase may be written further from or nearer to the line in order to bring the second word into its usual position also; thus, in the phrase "in those," *in* is written nearer the line than in the phrase "in these." As a further illustration, notice, in the list of phrase-signs, the position of "I" in "I do," "I had."

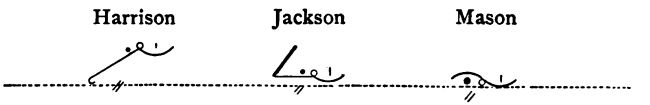
(*d*) When two or more words are represented by a sign in the same direction, they may be readily distinguished by reference to the context.

143. The *ticks* are named the same as the dash-vowel signs, *Pet, Tet, Chet, Ket, Ret,* and theoretically, are a little shorter than the dash-signs.

144. *Initials* are represented with the ordinary shorthand letters, with the exception of the consonants *C, Q, X,* and the vowels *E* and *U;* these letters being written as represented below.



145. *Proper names* may be indicated by placing the underscore beneath them.



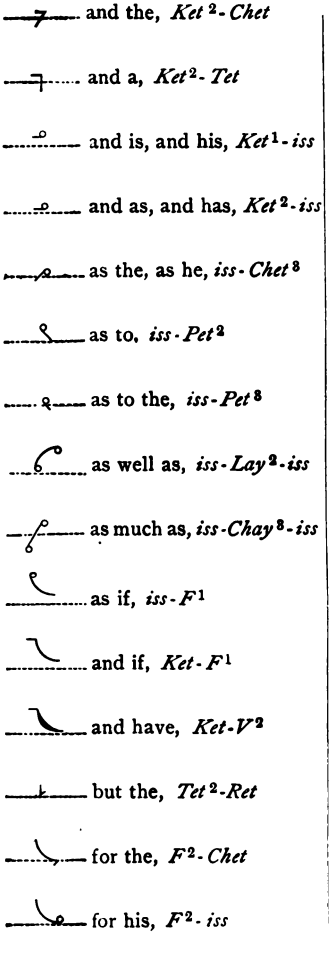
146. *Numbers* are usually expressed with the ordinary figures, with the exception of *one, two,* and *six,* which, when standing alone, are better written with shorthand characters.

147. *Paragraphs* may be indicated by writing two periods.

148. The *Parenthesis* is indicated by a lengthened *Ith* and *S;* the two strokes are made of at least double length.

149. The following list of phrase-signs to be written *twenty-five times.*

PHRASE SIGNS (FIRST LIST).


and the, Ket 2 - Chet
and a, Ket 2 - Tet
and is, and his, Ket 1 - iss
and as, and has, Ket 2 - iss
as the, as he, iss - Chet 3
as to, iss - Pet 2
as to the, iss - Pet 3
as well as, iss - Lay 2 - iss
as much as, iss - Chay 3 - iss
as if, iss - F 1
and if, Ket - F 1
and have, Ket - V 2
but the, Tet 2 - Ret
for the, F 2 - Chet
for his, F 2 - iss
he may, Chet 2 - M
he will, Pet 2 - Lay
I am, Pet 1 - M
I think, Ret - Ith 2
I had, Ret - D 3
I do, Ret - D 2
is he, is the, iss - Chet 1
is of, iss - Pet 1
in the, N - Chet 1
into the, N - T 2 - Ret
it should be, T 2 - Ret - B
if he, if the, F 1 - Chet
if he may, F 1 - Chet - M
in his, N 1 - iss
it is said, T 2 - ses - D

of the, *Pet*[1]-*Chet*

of a, *Pet*[1]-*Ket*

or the, *Tet*[1]-*Ret*

on the, *Ret*[1]-*Chet*

on a, *Ret*[1]-*Ket*

 of his, *Pet*[1]-*iss*

 should be, *Ret*[2]-*B*

should do, *Ret*[2]-*D*

 to the, *Pet*[2]-*Chet*

 to a, *Pet*[2]-*Ket*

 to his, *Pet*[2]-*iss*

 you may, *yuh*-*M*[2]

 you will, *yuh*-*Lay*[2]

 you will be, *yuh*-*Lay*[2]-*B*

 we think, *weh*-*Ith*[2]

 we wish, *weh*-*Ish*[1]

150. Each of the following phrases is to be written without taking off the pen. If the learner has familiarized all the word-signs, contractions, and principles, up to and including the present lesson, he should be able to write any of the following phrases, slowly, perhaps, at first, but with gradually increasing speed.

The writing of the exercise is not more especially for the purpose of learning the phrase-signs than that the hand may get the required drill, — the "movement" necessary to be able to write with any degree of speed and facility. The act of shorthand writing may be said to consist of forming mind-pictures, shorthand characters of the words to be written, and then tracing them on the paper; and the more practice the learner has in doing this, the more rapid will be his progress.

151. Practise the following phrases until they can be written, from dictation, *three times in ten minutes.*

And-the, but-the, and-have, as-much-as, into-the, and-is, I-think, he-will, it-should-be, of-the, and-the, he-may, is-his, as-has, we-wish, of-his, should-the, you-will-do, in-this, he-may-be, in-any, we-will-do, of-your, for-they-were, he-has, do-they, I-am-ready, I-became, I-know, in-your, as-to, as-to-the, is-the, as-the, in-the-way, in-which, it-was, take-them, he-may-think, are-you, I-am-going, so-many, all-his, for-which, should-never, but-he, but-them, I-have, and-I-was, and-I-am, the-way, but-we, by-such, how-many, in-any-case, of-yours, it-may-be-said, have-said, it-makes, have-this, do-him, such-as, with-the, if-he, would-never, would-say, you-may-receive, by-the-way, ought-to-be, long-enough, you-may-write, for-as-much, those-days, we-will-be, this-period, some-way, think-this, for-his-advantage, may-also, I-know-nothing, may-have, was-right, by-such, some-reason, have-seen, this-is-the, this-notice, it-may-be.

The following letter is to be practised until it can be written *three times in five minutes.* Dashes between words denote that they are to be joined.

Jacob Smith, Duluth, Minnesota.

What is-the carrying capacity of-your vessel? We-desire to ship ore by-way of Lake Superior to Ashtabula, Ohio. Several parties are writing us asking if we-will give-them our custom on-the lakes the coming season, saying, if we-will do-so, they-will-do well by us. They all name steam carrying vessels for-the service, but we-are disposed to have sailing vessels, hence our inquiry of-you. We-are willing to pay what is right, and-will engage-you if-the-sum you name is-as low as last summer. Hoping to-receive an-answer as early as next week, we-are, Yours sincerely,

SIMMONS & SAMPSON.

REVIEW QUESTIONS. — THIRTEENTH LESSON.

1. What is phrase-writing? 2. What is gained by the use of phrase-signs? 3. How are *the* and *he* affixed to a preceding word? 4. What is said about the position of *the* when it is prefixed to a following word? 5. Where is *he* always written when it begins a phrase? 6. How is *I* prefixed to a following word? 7. To what word may *I* sometimes be affixed? 8. How is *a*, *an*, or *and* prefixed to a following word? 9. How are the *ticks* named? 10. What is said about *initials?* 11. Proper names may be indicated how? 12. What three numbers, when standing alone, are written in shorthand? 13. Paragraphs may be indicated how? 14. In what position is the first word of a phrase written?

FOURTEENTH LESSON.

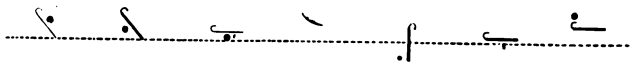
INITIAL HOOKS FOR L AND R.

152. The consonant letters *l* and *r* are classified as liquids, because they so readily coalesce with a preceding consonant, as illustrated in the words *fly*, *glow*, *pray*, *gray*. So closely are they united, so freely do the *l* and *r* blend with other preceding consonants, that the two form a kind of consonant-diphthong, and the pronunciation of the two is made, seemingly, with but a single effort of the vocal organs; hence the natural method employed to express them, — the modification of the strokes.

153. The modification of the consonant-strokes for *l* is by a small initial hook on the *circle* side of the straight strokes, on the inside of a part of the curved strokes, and

a *large* hook on *Ray, M,* and *N.* The peculiarity of the initial hook is that it is read *after* the stroke to which it is attached.

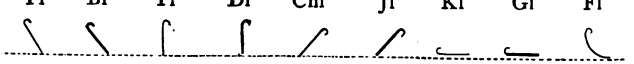
play able clay evil addle glow eagle



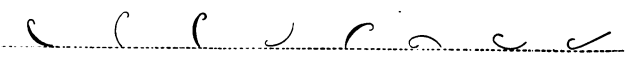
154. The following table illustrates the manner of placing the *l*-hook to all the consonant-strokes to which that hook is attached. Copy the table *ten times,* speaking the name of the outline at the time of writing.

TABLE OF THE L-HOOK.

Pl Bl Tl Dl Chl Jl Kl Gl Fl



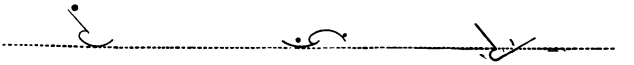
Vl Thl THl Shl Yl Ml Nl Rl



(*a*) The names of the *l*-hook are *Pel, Bel, Tel, Del, Chel,* etc.

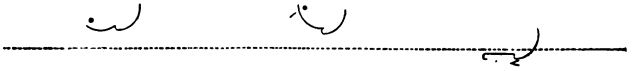
155. The *l*-hook on *N, M, Ray* is necessarily made *large* in order to distinguish it from the *w*-hook.

penal enamel pearl



156. *Ish* has the *l*-hook at the bottom, is always written upward, and never stands alone.

initial official crucial



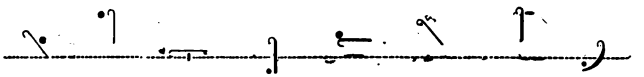
NAMING THE OUTLINES.

157. The learner is advised to "keep well up" in his practice of naming outlines; the value of this he will realize later on. Illustrations of the "naming" will be given in each subsequent lesson. The following are the names of the outlines for some of the words in this lesson: Section 155: *P¹-Nel, N²-Mel, P²-Rel.* Section 156: *N¹-Shel, F¹-Shel, Ker³-Shel.*

(*a*) The figures in the outlines denote the position in which the word is to be written: 1 signifies that it is to be written in the first position, — that is, that the first up or down stroke rests above the line; 2, that the first up or down stroke rests on the line; 3, that it is to be written through the line.

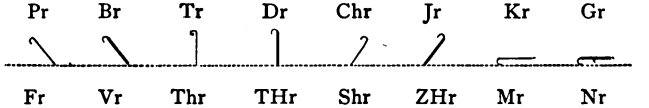
158. The modification of the consonant-stroke for *r* is by a small initial hook on the *left* side of the straight perpendicular and sloping strokes, on the *under* side of *K* and *Gay*, and on the inside of the curved strokes.

pray eater crow adder eager pry draw azure

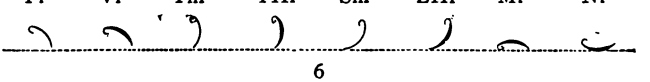


159. The following table illustrates the manner of placing the *r*-hook to all consonant-strokes to which that hook is attached. Copy the table *ten times*, speaking the name of the outline at the time of writing.

Pr Br Tr Dr Chr Jr Kr Gr



Fr Vr Thr THr Shr ZHr Mr Nr



(*a*) The names of the *r*-hook and stroke are *Per*, *Ber*, *Ter*, *Der*, *Cher*, etc.

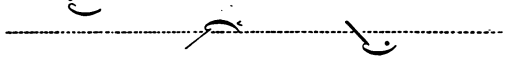
160. As the small hook on *F*, *V*, *Ith*, and *Thee* is employed for *l*, it is necessary, in order to represent the *r*-hook on these letters, to *turn them over*, or reverse them.

fry offer three either

(*a*) As *R*, *Way*, *S*, and *Z* do not take the *r*-hook, no confusion will result from the change.

161. As the small initial hook on *N* and *M* is employed for *W*, and a large hook for *l*, it will be necessary, in order to express *r* on these letters, to shade the stroke.

inner rumor banner



(*a*) As *Emp* and *Ing* do not take the *r*-hook, no confusion will result from the shading of *M* and *N*.

(*b*) The names of the outlines for the above illustrative words are *Ner*[1], *Ray*[8]-*Mer*, *B*[8]-*Ner*.

162. The learner should copy the preceding and all succeeding tables *ten times*, or more, speaking the name of the outline at the time of writing, until the outline can be written both rapidly and well; in this way he becomes perfectly familiar with every new combination, the writing of which will be no more difficult than the forming of simple consonant-strokes.

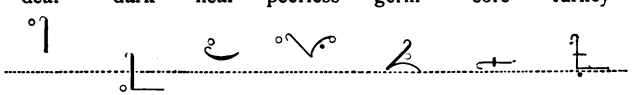
VOCALIZATION.

163. The vocalization of the *l* and *r*-hook is as follows: When the vowel precedes the stroke and hook, it is placed *before;* when it follows the stroke and hook, it is placed *after*, but always in its proper position beside the stroke.

able play eater tree evil flee throw clay eagle

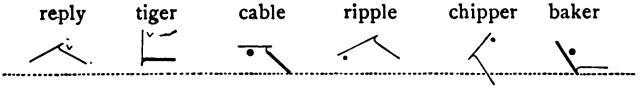
164. Occasionally, to avoid inconvenient outlines, the *l* and *r*-hooks are used, even though a distinct vowel sound does come between the stroke and hook; in which case, however, it will be necessary to observe the following rules: A *heavy-dot* vowel is made *into a circle* and placed *before* the stroke; a *light-dot* vowel is made *into a circle* and placed after; a *dash-vowel*, long or short, is *struck through* the stroke at the proper position.

dear dark near peerless germ core turkey



165. In some combinations it will be necessary to retrace the line to form the hook, but even then it will be somewhat indistinctly formed.

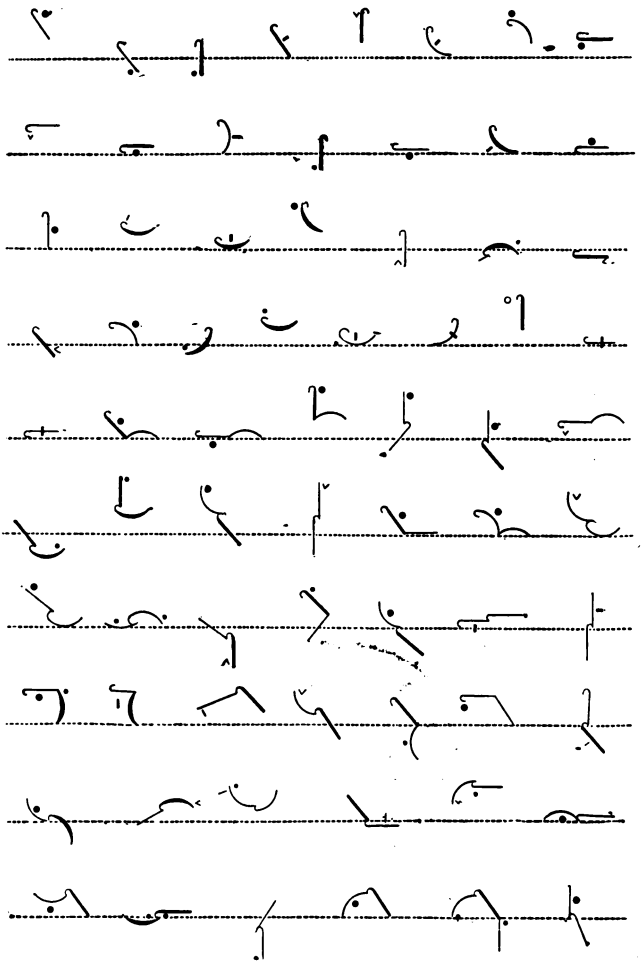
reply tiger cable ripple chipper baker

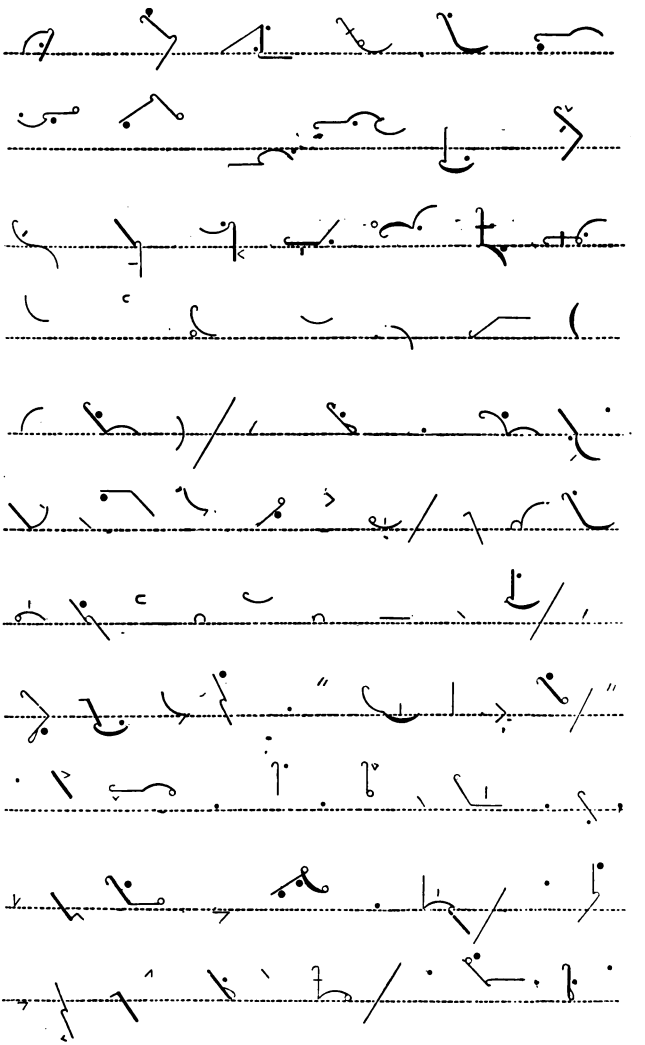


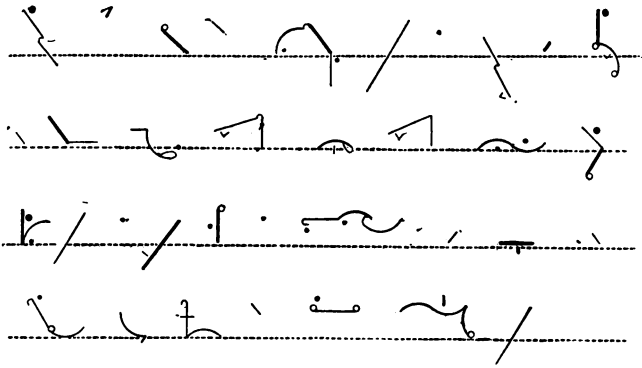
(*a*) The names of the outlines for the illustrative words under section 164 are *Der*^{1}, *Der*^{3}-*K*, *Ner*^{1}, *Per*^{1}-*Lay*-*iss*, *Jer*^{2}-*M*, *Ker*^{2}, *Ter*^{2}-*K*. Section 165: *Ray*^{1}-*Pel*, *T*^{1}-*Ger*, *K*-*Bel*^{2}, *Ray*^{1}-*Pel*, *Chay*^{1}-*Per*, *B*^{2}-*Ker*.

166. The following exercise is to be read and copied *ten times.*

READING EXERCISE.







167. The following exercise is to be written, corrected, then re-written *ten times*.

WRITING EXERCISE.

Ply, apply, plow, blue, claw, clay, glow, flee, flaw, fly, oval, pleasure, fleece, placed, tree, otter, Troy, tray, outer, dry, dray, acre, eager, grow, fry, threw, usher, Homer, prize, press, prose, phrase, grass, frost, thrust, precise, dressed, crust, crises, evils, places, bluster.

Pledge, plume, player, bloom, clip, club, cloudy, cloak, gleam, brow, dream, people, pickle, payable, bushel, initial, panel, annual, reply, freely, vigor, tunnel, rumor, tinner, spiral, editor, looker, sugar, major, daughter, robber, keeper, meager, ignore, radical, coarsely, display, nickle, fall, form, feel, fool, partial, park, negro, decree, lover, joker, voyager, enable, dream, bible, noble, cream, label, buckle, fable, troop, crash, employ.

The following letter to be practised until it can be written, from dictation, in *one minute*: —

We-have-your favor of-the 8th, and in reply would-say

you-may purchase for us, and ship by railway, one barrel of sugar, two barrels of rice, four tubs of butter, one keg of pickles, and twenty-five boxes of pepper. If, for any reason, you-are unable to-make-the purchase, please inform us at once. Our check for $86.00 will go forward by first mail on Wednesday.

REVIEW QUESTIONS. — FOURTEENTH LESSON.

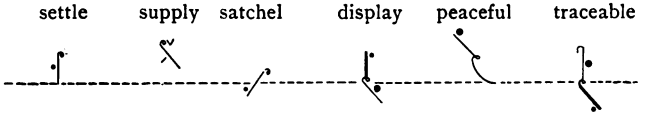
1. On which side of the straight strokes is the *l*-hook written? 2. How is it made when joined to *M*, *N*, and *Ray*? 3. What is the peculiarity of the initial hook? 4. What is said about the *l*-hook on *Ish*? 5. On which side of the straight perpendicular and sloping strokes is the *r*-hook written? 6. On which side of *K* and *Gay*? 7. When the *r*-hook is prefixed to *F*, *V*, *Ith*, and *Thee*, how are the strokes turned? 8. What is necessary in order to write the *r*-hook on *M* and *N*? 9. If a heavy dot-vowel occurs between the stroke and the hook, how is it written? 10. A dash-vowel, how?

FIFTEENTH LESSON.

THE CIRCLE PREFIXED TO THE L-HOOK.

168. The *iss*-circle is prefixed to the *l*-hook by writing it distinctly within the hook.

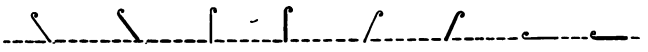
settle supply satchel display peaceful traceable



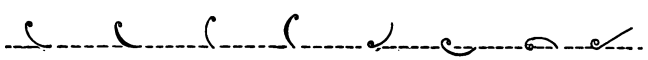
169. The following table illustrates the manner of prefixing the circle to the *l*-hook. Copy the table *ten times*.

ISS-PEL TABLE OF CONSONANTS.

sPl sBl sTl sDl sChl sJl sKl sGl



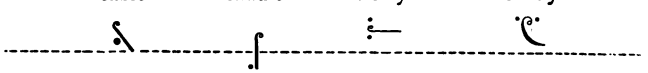
sFl sVl sThl sTHl sSHl sNl sMl sRl



(*a*) The above outlines are named *iss-Pel, iss-Bel, iss-Tel, iss-Del,* etc.

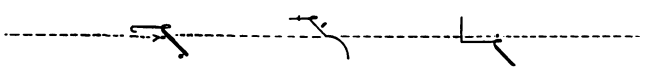
170. If a vowel precedes an *iss-Pel* sign, it is to be read *after the circle* but *before the stroke;* that is, the circle is the *first thing read.*

sable saddle sickly civilly



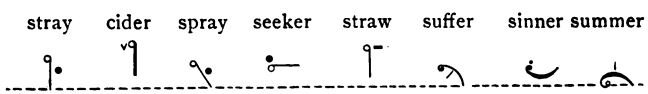
171. When written between strokes, the hook, with the circle, cannot be distinctly formed.

crucible explore taxable



172. As the simple *iss*-circle is always turned on the right side of straight perpendicular and sloping strokes, and on the upper of *K* and *Gay*, by turning the circle on the *r*-hook side it is made to represent both the circle and the hook. The *iss*-circle is prefixed to the *r*-hook on a curve by writing it distinctly within the hook.

stray cider spray seeker straw suffer sinner summer

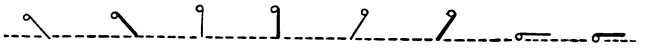


(*a*) Instead of writing the circle on the inside of the *r*-hook in some outlines, as in "suffer" (*iss-Fer*), and "summer" (*iss-Mer*), it may be easier for some to use the full stroke; thus, *iss-F²-R*, *iss-M²-Ray*.

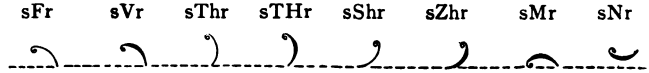
173. The following table illustrates the manner of prefixing the circle to the *r*-hook. Copy the table *ten times*.

ISS-PER TABLE OF CONSONANTS.

sPr sBr sTr sDr sChr sJr sKr sGr



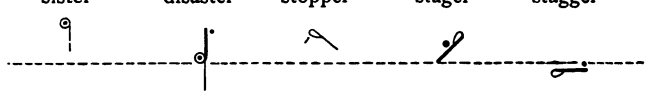
sFr sVr sThr sTHr sShr sZhr sMr sNr



(*a*) The above outlines are named *iss-Per*, *iss-Ber*, *iss-Ter*, *iss-Der*, etc.

174. Making an *r*-hook, on straight strokes, into a large circle prefixes *two s* sounds. Making an initial *r*-hook into a small loop prefixes *st*.

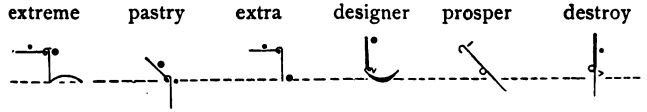
sister disaster stopper stager stagger



(*a*) The loop on the *r*-hook side is seldom used in practical writing.

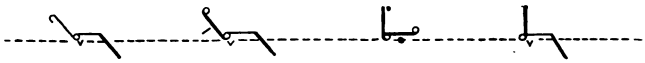
175. Between strokes the *iss*-circle and hook is distinctly formed, writing *iss* within the *r*-hook; however, when a straight stroke is preceded by another straight stroke, in the same direction, it may be expressed by turning it on the *r*-hook side, as in *prosper* and *destroy*.

extreme pastry extra designer prosper destroy



176. When *iss-Ker* and *iss-Ger* are preceded by *P*, *B*, *T*, or *D*, the circle is turned on the right side. Advanced writers seldom express the *r*, omitting it entirely, as in *describe*.

prescribe subscribe disgrace describe



(*a*) The names of the outlines for the illustrative words under section 175 are *K-iss-Ter*^{2}*-M*, *P*^{2}*-iss-Ter*, *K-iss-Ter*^{2}, *D-iss*^{1}*-Ner*, *Per*^{2}*-iss-Per*. Section 176: *Per*^{2}*-iss-Ker-B*, *iss-B*^{2}*-iss-Ker-B*, *D-iss*^{2}*-Ger-iss*, *D-iss*^{2}*-K-B*.

(*b*) In subsequent lessons the term "nomenclature" will be used to designate the names of the outlines for the illustrative words.

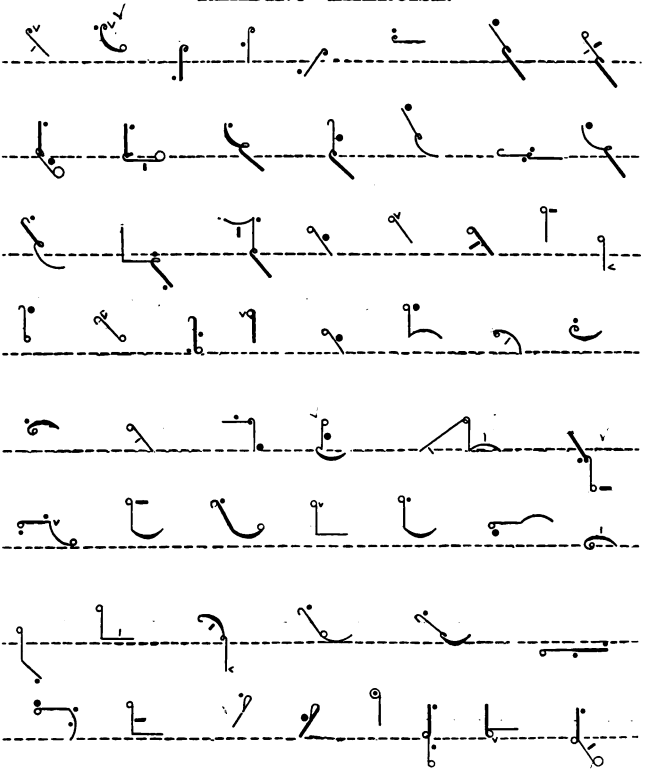
TO THE LEARNER.

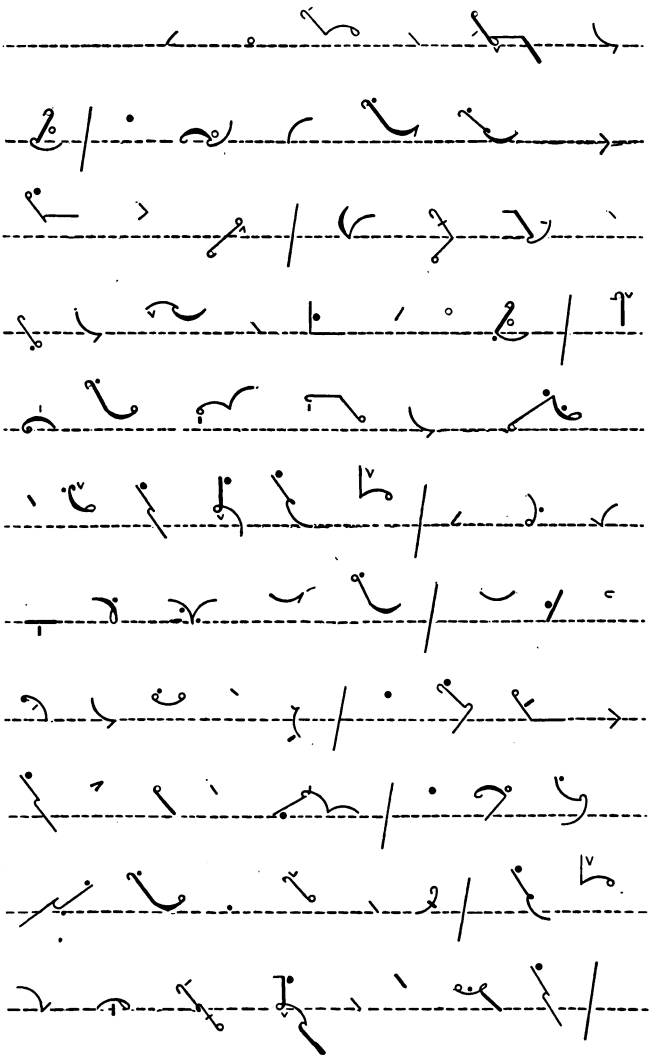
177. You were told in the first lesson to thoroughly familiarize the alphabet, and that the time spent in the practice necessary to write seventy-five letters a minute would be profitably employed. The alphabet is like the foundation of a house; upon that everything is built. Whatever the abbreviating principle may be, whether a circle, loop, or hook, it is attached to the same old alphabet that you learned in the first lesson. You will now readily understand the necessity of being able to write quickly any new combination or modification of the consonant strokes. This is the material with which we build up shorthand. We may know and be able to tell how to make use of the material, but this is quite a different thing from putting into practice what we know. There must be no slighting of the amount of writing to be done. Copy every table and exercise the designated number of times. Following the direc-

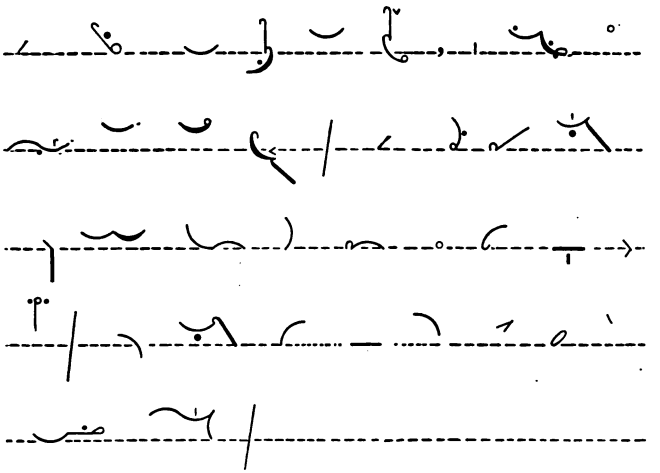
tions given in each lesson will make success certain. Learn the principles *thoroughly*. Do not slight any part of your work. Do not get discouraged, but work away. What thousands of others have done, even without a teacher, you can do. Do not forget the three rules: practice! *practice!!* PRACTICE!!!

178. The following exercise is to be read and copied *ten times*.

READING EXERCISE.







179. The following exercise is to be written, corrected, then re-written *ten times.*

WRITING EXERCISE.

Settle, sable, cycle, sickly, passable, feasible, visible, display, physical, unsocial, briskly, noticeable, explore, spry, sober, spruce, cedar, stress, stray, distress, prosper, outstrip, destroy, extra, spring, tapestry, extreme, listener, sooner, smoker, slavery, sobriety.

Stable, stickle, stripper, stretcher, striker, strap, scribe, scream, scrape, fulfill, playfully, creeper, drapery, trouble, trifle, crusher, pressure, blacker, flavor, flicker, trickle, travel, overflow, bleacher, broker, designer, orchestra, struggle, journey, purchase.

The month of August is usually extremely warm. We-[redacted]blige him to bring-the black cloth and-place it on-the [redacted]r-the preacher. Nothing so soon overthrows a

strong head as strong liquor. Judge Jackson refused to hear-the plea of-the humble prisoner. Civilized people desire peaceful times, as war brings misery, suffering, and-distress. I-hope you-will bring some paper when you come to supper.

The following letter is to be practiced until it can be written from dictation *three times in six minutes.*

James Jackson, Rome, N. Y.

We would be pleased to have you take-the agency, in your city, for our crackers. We-are having large sales, owing, we presume, to-the superior quality of what we-have to sell. Our baker is one of-the best in-the country, and-we never have any trouble in disposing of anything we place on-the market. Should-you feel disposed to take-the agency, we-will make-you terms which will-be to-your advantage. We-will advertise you in-your vicinity and-do all in our power to enable you to-make large sales. Hoping you-will-be able to give us a favorable reply, we remain,

Yours sincerely,

CARTER & TRACY.

REVIEW QUESTIONS. — FIFTEENTH LESSON.

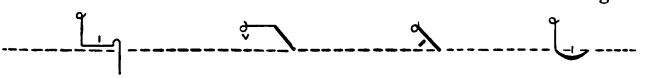
1. How is the *iss*-circle prefixed to the *l*-hook? 2. If the *r*-hook is made into a circle what letter is prefixed? 3. How is *iss* prefixed to an *r*-hook on a curved stroke? 4. Making the *r*-hook on straight strokes into a large circle prefixes what two sounds? 5. Into a small loop, what two sounds? 6. What is said about the *st*-loop on the *r*-hook side? 7 How are the circle and the *r*-hook formed between strokes? 8. When *iss-ker* and *iss-ger* are preceded by *P*, *B*, *T*, or *D*, how is the [illegible] turned?

SIXTEENTH LESSON.

BACK HOOK.—ENLARGING OF L AND R HOOK.

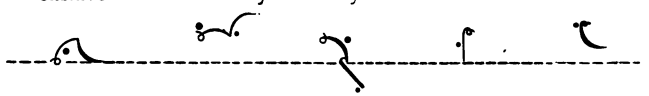
180. The syllables *in, en,* or *un,* when followed by any of the straight-line *s-Per* signs, can be expressed by a back hook, called the *in*-hook.

instructor inscribe ensober unstrung



(*a*) The *in*-hook may also be used on the curved strokes *Lay, R, M,* and *Way.* Occasionally it is convenient to use the *in*-hook in connection with the *s*-circle on the *l*-hook.

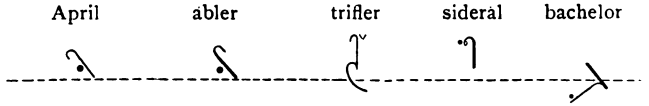
enslave unseemly unswayable unsettle uncivil



ENLARGING THE INITIAL HOOKS.

181. There are quite a large number of words in which the liquids *l* and *r* unite with another consonant without an intervening vowel, or with only an indistinct one, and the expressing of the three consonants by one movement of the pen is done by *enlarging* the *r*-hook to add *l,* and *l*-hook to add *r.*

April ăbler trifler sideral bachelor



NOMENCLATURE.

Section 180: *in-iss-Ter*^{2}*-K-Ter, in-iss-Ker-B*^{2}, *in-iss-Ber.* Section 180 (*a*): *in-iss*^{2}*-Lay-V, in-iss-M*^{1}*-Lay, in-iss-Way*^{2}*-Bel, in-iss-Tel*^{2}, *in-iss-Vel*^{1}. Section 181: *Prel*^{2}, *Bler*^{2}, *Ter*^{1}*-Fler, iss-Drel*^{1}, *B*^{3}*-Chler.*

(*a*) When a vowel is placed *after* a consonant-stroke with an enlarged initial-hook, it is to be read *between* the *l* and the *r*.

(*b*) The names of the enlarged hooks are *Prel, Pler, Kler,* etc.

REMARKS.

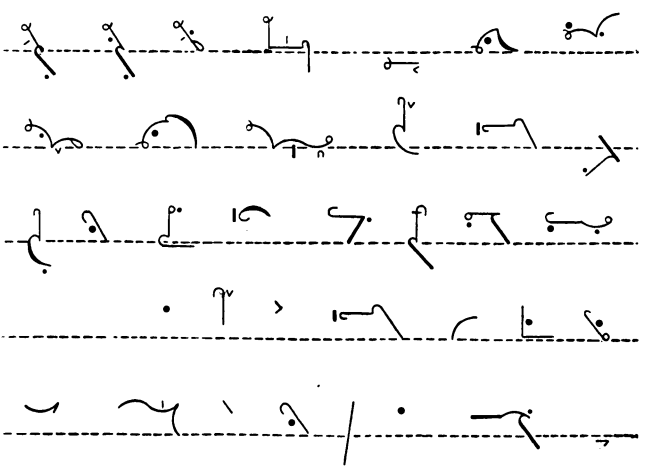
182. Thus far the learner has been instructed to insert all the vowels in the writing exercise. By this time he should be able to place, without hesitation, any vowel or vowels of a word. From now on he should begin to write many words without the vowels; that is, the outline only of a word. To read unvocalized shorthand is not a difficult task. That words are easily decipherable without the vowels can be verified by writing several sentences in longhand, leaving out the vowels; then see how easily the sentences can be read.

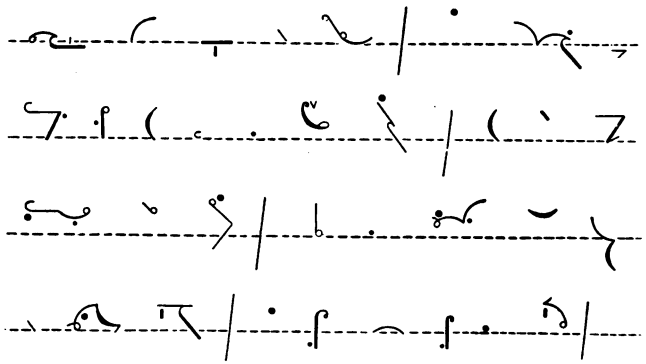
In the practice of shorthand the writer dispenses with the use of the vowels almost entirely, not one vowel in a hundred being inserted. Writing the outline above, on, or through the line, according to the position of the vowel, or the accented vowel if the word has more than one vowel, is generally sufficient to determine what the word is; if it is not, then one or more vowels must be inserted. It is optional with the writer whether he vocalize fully, partially, or not at all; all will depend upon his ability to read unvocalized outlines.

The necessity of learning to read unvocalized shorthand is obvious from the fact that it is an impossibility for a writer to report even an ordinary speaker and insert all the vowels; therefore you should begin to read from outlines only, — from the general appearance of the shorthand characters, the same as we read words in the ordinary print. We don't stop to spell out the word, but as soon as the eye rests upon certain combinations of letters we say it is such a word; another combination of letters, another word. So in shorthand: we do not stop to spell out the outline, only occasionally, but read it from its general appearance; and this practice of writing and reading must be continued until the writer is familiar with the majority of outlines of words in any matter he may be called upon to report.

183. The following exercise is to be read and copied *ten times*.

READING EXERCISE.





184. The following exercise is to be written, corrected, and then rewritten *ten times*.

WRITING EXERCISE.

Insecure, inscribe, insuperable, inspire, unstrung, unsurmised, unsolvable, unsalable, unswayable, enslave, abler, control, editorial, dabbler, traveler, mackerel, liberal, pastoral, secular, scholar, fuller, settler, tolerable.

SPEED SENTENCE.

The following sentence is to be written *six times in five minutes:* "I-write-you in-these funny characters to say I-am to-be instructor in-the Clark Business College in April."

REVIEW QUESTIONS. — SIXTEENTH LESSON.

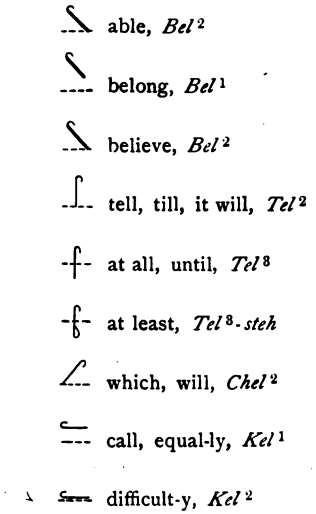
1. What three syllables are indicated by the back hook? 2. What is the name of the back hook? 3. On what three curved strokes is it written? 4. Enlarging the *l*-hook adds what letter? 5. Enlarging the *r*-hook adds what letter?

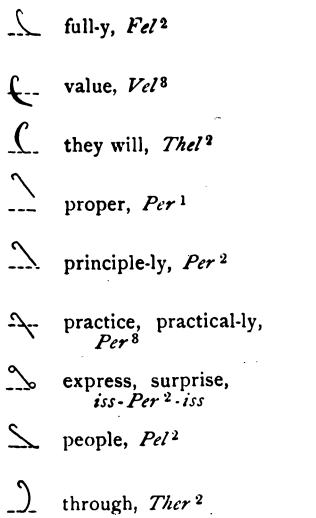
SEVENTEENTH LESSON.

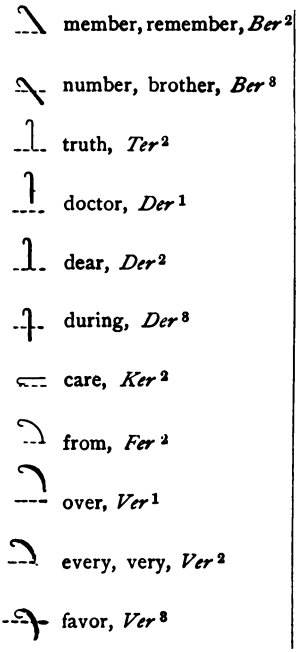
INITIAL HOOK WORD-SIGNS.

185. Inducing the student to familiarize the word-signs and contractions is one of the most difficult experiences of the shorthand teacher. Word-signs and contractions are the rapid writer's most powerful ally. Constant repetition alone can secure command of what is found to be the bulk of all shorthand writing.

186. The following list of word-signs is to be written *fifty times*.







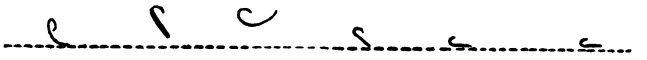
(*a*) *Derivatives* are formed from the above list of word-signs, or any subsequent list, in accordance with the rules in section 135.

INITIAL-HOOK REPORTING PRINCIPLES.

187. The initial-hooks, in addition to their being used for the letters *l* and *r*, are also used to represent *words*, as illustrated below.

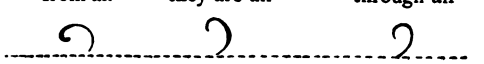
(*a*) *All* and *will* may be added by an *l*-hook to any consonant or vowel word-sign, and to the horizontal *and*-tick.

for all by all in all to all and all and will



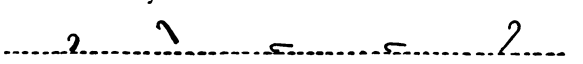
(*b*) *All* and *will* may also be added to any full length *r*-hook sign by enlarging the hook.

from all they are all through all



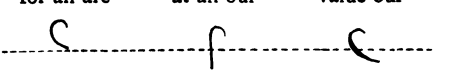
188. *Are* and *our* may be added by an *r*-hook to any consonant or vowel word-sign, and to the horizontal *and*-tick.

who are by our and are and our which are



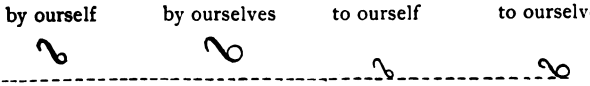
(*a*) *Are* and *our* may also be added to any full length *l*-hook sign by enlarging the hook.

for all are at all our value our



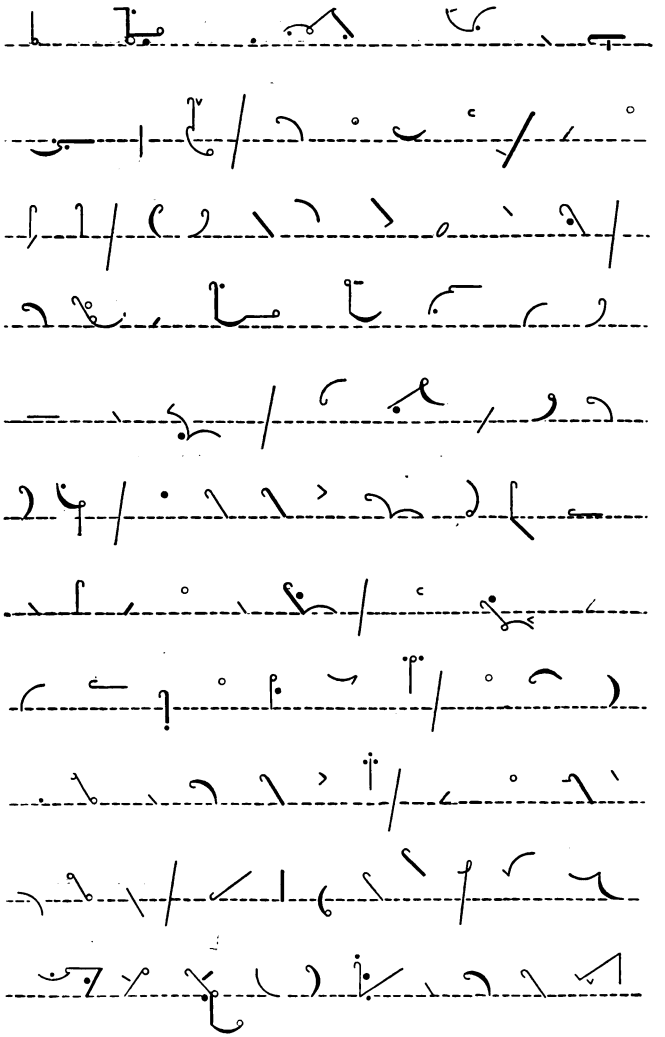
(*b*) To those signs to which the *r*-hook is added for *are* and *our* the *small* circle may be added for *self*, the *large* circle for *selves*.

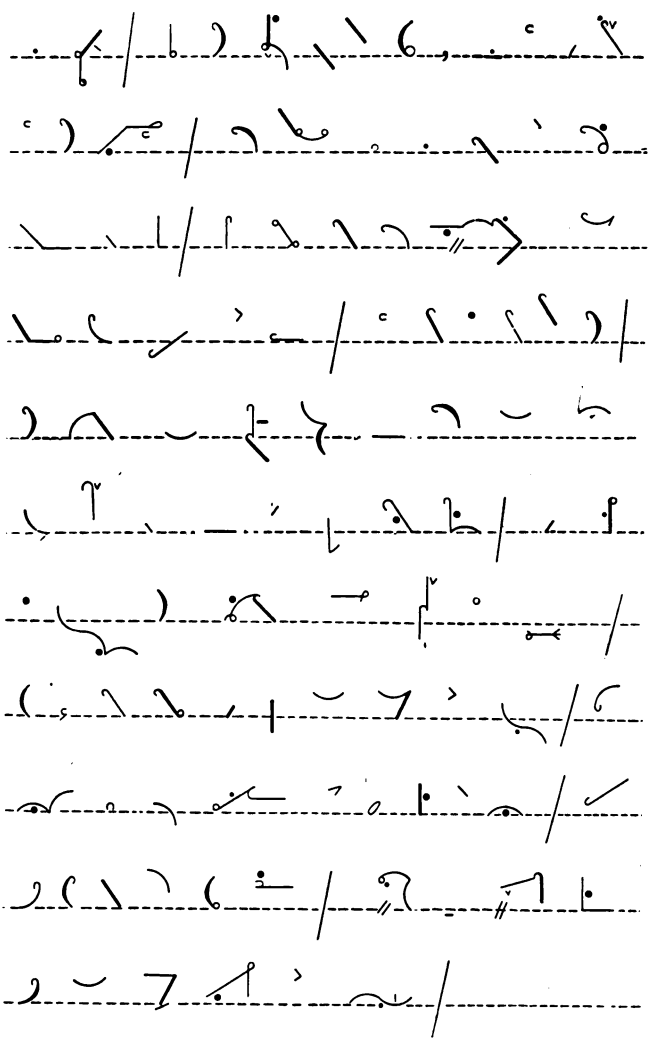
by ourself by ourselves to ourself to ourselves



189. The following exercise is to be read and written *ten times*.

READING EXERCISE.





190. The following exercise contains all the word-signs in the initial-hook list. Words printed in italics are not word-signs. Words with a dash between them are to be joined. Practice writing the exercise until it can be written, from dictation, *twice in eleven minutes.*

WRITING EXERCISE.

Until they call it-will-be difficult for us to do anything for-them. It-was a surprise to us to hear-the remark of the principal member of-the firm. They-will surely be able to give us much pleasure if-they come near us on their way to *Nebraska.* We believe it belongs to-the people who *came* on *Sunday.* It-was practically impossible. He *took* up-the subject in a-practical manner; at least, we-think so. We-are *convinced* of-the practicability of his *device.* The truth is, they are very sure to come over this way or-the other, and when-they-do they-will-be very near us. We-think it-will-be practicable From what was-*said,* I-am-sure he nor she knew anything of-the subject. The doctor *says* the proper thing for-him to do is to practice his *exercise many* times. They were very dear to each other, and-for-this *reason* he-will care for-him during his *stay* in-the *city.* I-am aware of-the truth of his remark. They-will hear more from-him *next Wednesday.* Mr. *Smith* remarked: "We remember-the number very well." They-are fully aware of-the value of his *services.* Of-the *three* difficult things, which one will you do? Till he *places* a value on it there-are-*many* who will-think it has no value at all. Either she or he has full *power* to do these-things. Every one of-them is equal to-the task. You-may tell-them it-is through their influence we give away these things. Truth and *honesty* are-sure to-*receive* favor at-*last.* All proper *promises* are

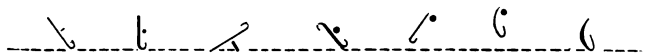
supposed to-be *free* from *error*. For all we know, they-will be here this *week*. He-will *place* a *frame* over-the *bush*. And all may-come this way if-they wish. They-are *inseparable*, so *many* of-the people think. He-may *inscribe* his *name* on-the *roll* during-the *month* of *August*. She is sure to-*make*-the *purchase* during-the *summer*. Mr. and Mrs. *Smith* will-call during-the *month* of *April*.

EIGHTEENTH LESSON.

FINAL HOOKS FOR F, V, AND N.

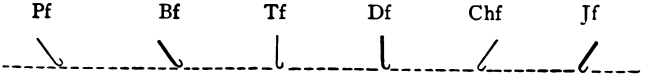
191. A small final hook subserves the useful purpose of adding the letters *f*, *v*, and *n*. Writing the hook on the circle side of any straight stroke represents *f* and *v*, and is called the *f*-hook.

puff deaf rove brave chief thief they have

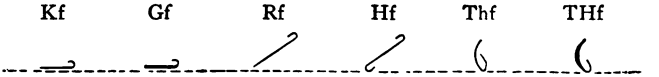


192. The following table illustrates the manner of affixing the *f*-hook to all the consonant strokes to which that hook is attached. Copy the table *ten times*, speaking the name of the outline at the time of writing.

Pf Bf Tf Df Chf Jf



Kf Gf Rf Hf Thf THf



(*a*) The names of the *f*-hook with the consonant strokes are *Pef, Bef, Tef, Def,* etc.

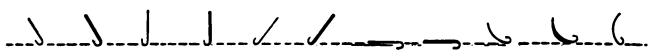
(*b*) A long hook, made like an unclosed *ster* loop, may be written on *Ith* for "thief," and on *Thee* for the phrase "they have," as illustrated above.

193. Writing the hook on the *left* side of straight perpendicular and sloping strokes, and the *lower* side of *K, Gay, Ray,* and on the inside of any curved stroke, represents *n.*

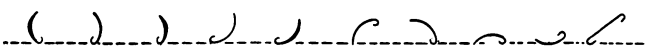
pine cone line shine mean run fan gain tone

194. The following table illustrates the manner of affixing the *n*-hook to consonant strokes. Copy the plate *ten times.*

Pn Bn Tn Dn Chn Jn Kn Gn Fn Vn Thn



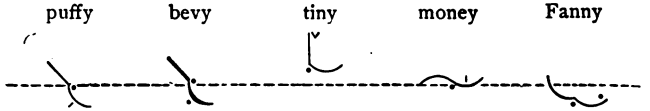
THn Sn Zn Shn Zhn Ln Rn Mn Nn Hn



(*a*) The names of the *n*-hook with the consonant strokes are *Pen, Ben, Ten,* etc.

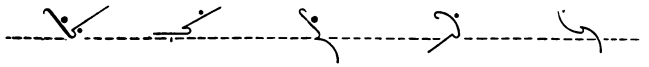
195. If *f, v,* or *n* is followed by a final vowel, the *stroke* and not the hook must be used; an additional syllable calls for an additional stroke.

puffy bevy tiny money Fanny



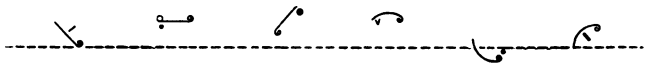
196. The hooks for *f, v,* and *n* are used between consonant strokes as well as at the end of single strokes.

bravery cover plainer French finer



197. An *s*-circle is added to an *f*-hook, or an *n*-hook on a curve, by turning the circle distinctly within the hook.

puffs skiffs chiefs mines fans loans

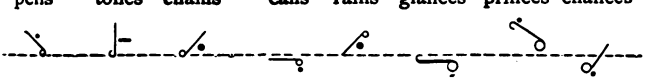


NOMENCLATURE.

Section 195: *P*^{2}-*F*, *B*^{2}-*V*, *T*^{1}-*N*, *M*^{2}-*N*, *F*^{3}-*N*. Section 196: *Bref*^{2}-*Ray*, *Kef*^{2}-*Ray*, *Plen*^{2}-*R*, *Fren*^{2}-*Chay*, *Fen*^{1}-*R*. Section 197: *Pef*^{2}-*iss*, *iss*-*Kef*^{1}-*iss*, *Chef*^{1}-*iss*, *Men*^{1}-*iss*, *Fen*^{3}-*iss*.

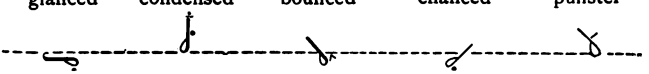
198. Making an *n*-hook, on a straight stroke, into a circle, adds *s*; into a large circle, *two s sounds*.

pens tones chains cans rains glances princes chances



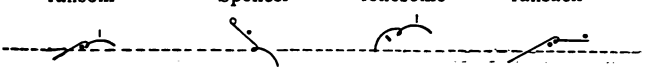
199. Making an *n*-hook, on a straight stroke, into a small loop, adds *st*; into a large loop, *str*.

glanced condensed bounced chanced punster



200. There are a few words conveniently written with the *n*-hook and circle between the strokes, but when so written both must be distinctly formed.

ransom Spencer lonesome ransack



NOMENCLATURE.

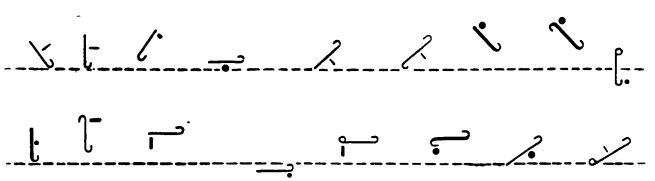
Ren[8]*-iss-M, iss-Pen*[2]*-iss-R, Len*[2]*-iss-M, Ren*[8]*-iss-M.*

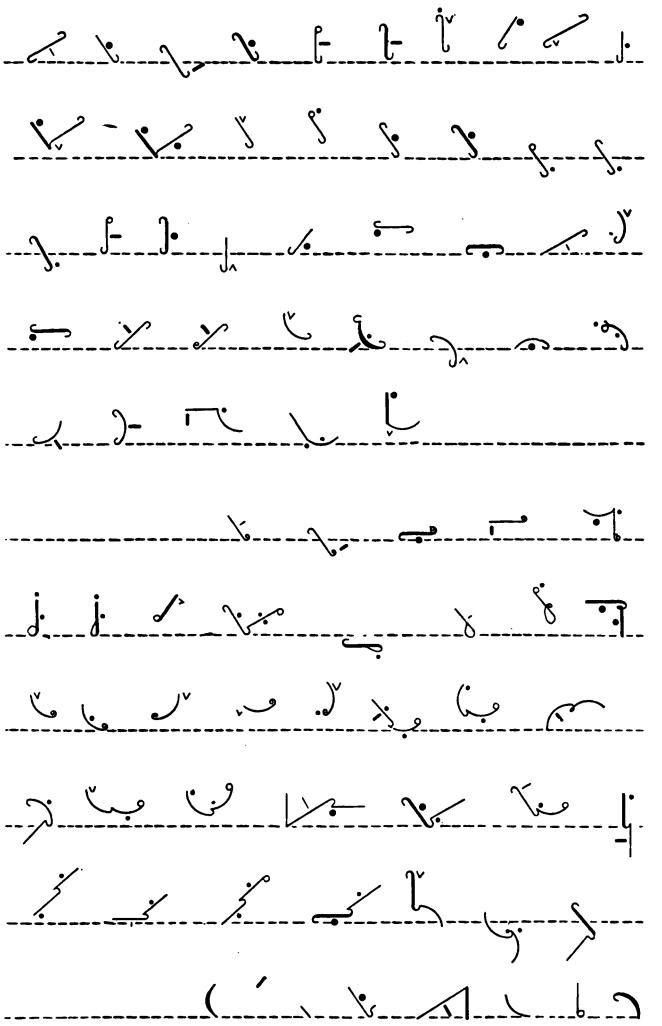
TO THE LEARNER.

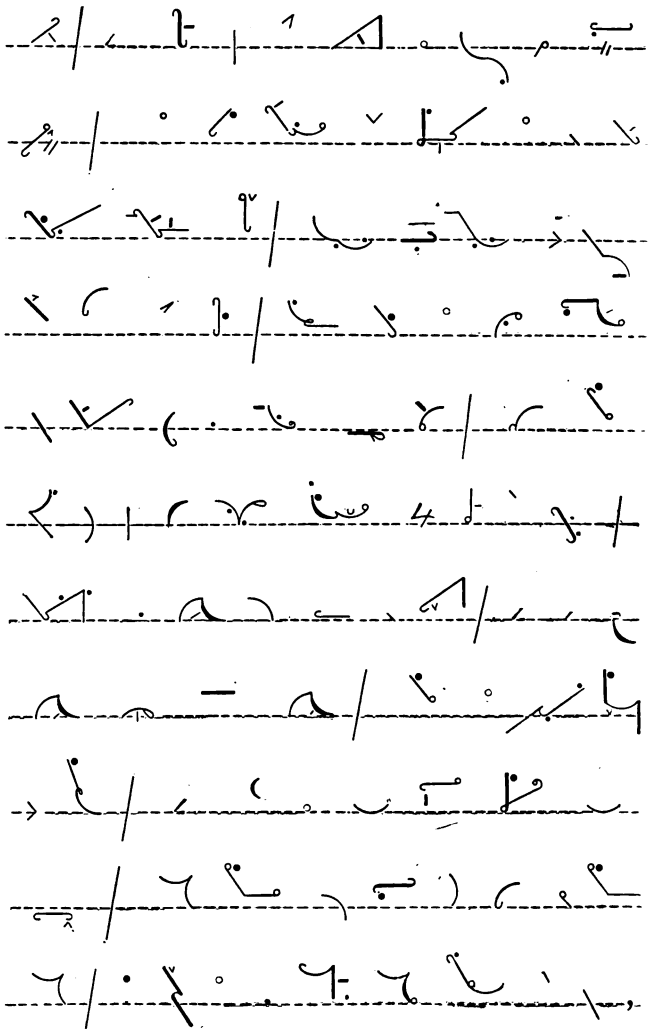
201. In writing shorthand if the word to be written is not represented by a word-sign or contraction, then it must be written with the full outline. In doing this, however, due care should be taken to write the word with the outline that can be most easily and quickly written, and that, at the same time, is most suggestive of the word for which the outline stands. The briefer sound for a letter is supposed to be used, that is, the circle for *s* instead of the stroke, the hook for *l* and *r* instead of the full stem, and so of *f*, *v*, and *n*. It should be borne in mind, however, that these saving principles are not invariably employed, but judgment must be used and due attention given to angles, analogy, syllabication, etc. Go about the work of learning any new principle in shorthand as you would go about anything else, using judgment, reason, and drawing heavily on your stock of common-sense. Thoroughly master every principle and apply it in writing. The more thoroughly you learn a thing the better you will like it, and the better you like it the more you will want to learn about it.

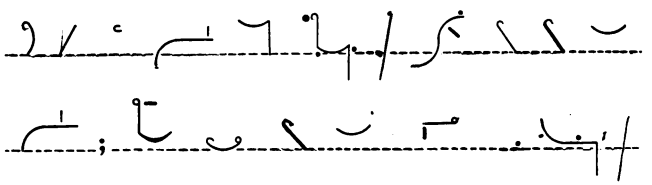
202. The following exercise is to be read and copied *ten times*.

READING EXERCISE.









203. The following exercise is to be written, corrected, then rewritten *ten times.*

WRITING EXERCISE.

Buff, beef, cuff, reef, huff, staff, surf, cliff, brief, stave, stone, dive, cone, serve, brave, strive, clove, contrive.

Pine, open, pay, bean, bone, tan, Eden, dawn, chin, Jane, John, keen, coin, rain, ran, road, spin, stone, plain, brown, drone, train, green, groan, swoon, fan, woven, moon, woman, China, deny, many, cloves, caves, bounced, glance, rains, punsters, dances.

The following letters are to be written, from dictation, *four times in six minutes.*

DEAR SIR, — We inclose you a price-list of-such things as we keep in stock, and would-be-pleased to fill any orders you-may-leave with us. We guarantee to give-you the-best possible terms, and will allow-you thirty days, or more, if-you wish. Hoping we-may have-the pleasure of-receiving your favors, we remain, Yours truly.

DEAR SIR, — We-take-pleasure in acknowledging receipt of-your check for $827. We-shall-be-pleased to continue filling your-orders for anything you-may require in our line.

We are, Yours truly.

REVIEW QUESTIONS. — EIGHTEENTH LESSON.

1. On which side of the straight strokes is the *f*-hook written? 2. On which side of the stroke is the *n*-hook written? 3. How

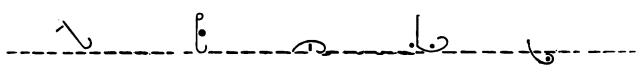
is the circle added to an *f*-hook, or the *n*-hook on a curve? 4. Making the *n*-hook on a straight stroke into a circle adds what letter? 5. What two sounds by a large circle? 6. Making the *n*-hook into a small loop adds what two letters? 7. What three letters by a large loop?

NINETEENTH LESSON.

LARGE HOOK FOR SHON AND TIVE.

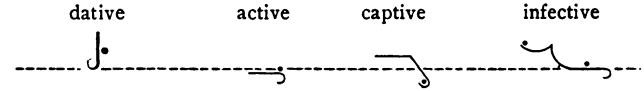
204. The sound indicated by the syllable *tion*, in *notion*, *sion* in *evasion*, but spelled differently in many words,—*cean* in *ocean*, *cian* in *Grecian*, *shion* in *fashion*, etc.,—is represented by a large hook turned on the *circle side* of the straight strokes, and on the *inside* of the curves.

option station motion attention fashion



205. The syllable *tive* is represented by a large hook turned on the *n*-hook side of *straight* strokes only.

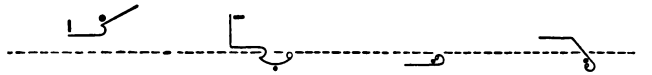
dative active captive infective



(*a*) When the syllable *tive* follows a curved stroke it is represented by *T* with the *f*-hook, as in the words *motive* (*M-Tef*^{2}), *native* (*N-Tef*^{2}).

206. The hooks for *shon* and *tive* may also be written between strokes, and the *iss* circle may be added to either syllable by turning it distinctly within the hook.

auctioneer talkativeness actions captives



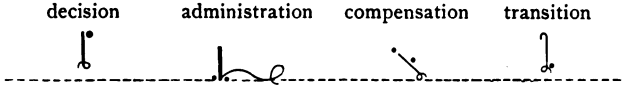
NOMENCLATURE.

Section 204: *P*[1]*-shon, iss-T*[2]*-shon, M*[2]*-shon, T*[2]*-N-shon, F*[3]*-shon.* Section 205: *D*[2]*-tive, K*[3]*-tive, K-P*[3]*-tive, N-F*[2]*-K-tive.* Section 206: *K*[1]*-shon-Ray, T*[2]*-K-tive-N-iss, K*[3]*-shon-iss, K-P*[3]*-tive-iss.*

SMALL HOOK FOR SHON.

207. A convenient method of representing the syllable *shon*, after a small circle or large loop, is by writing a small back hook, called *eshon* hook, on the opposite side of the stroke.

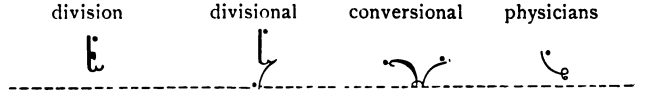
decision administration compensation transition



(*a*) When the *eshon*-hook is written from the circle turned on the *n*-hook side of straight strokes the letter *n* precedes both the *iss* and the *eshon*, as illustrated in the words "compensation," "transition."

208. The *eshon*-hook may be added to the *f*-hook as illustrated below, and occasionally it is convenient to write it between strokes. The *iss*-circle must be written distinctly within the hook.

division divisional conversional physicians



NOMENCLATURE.

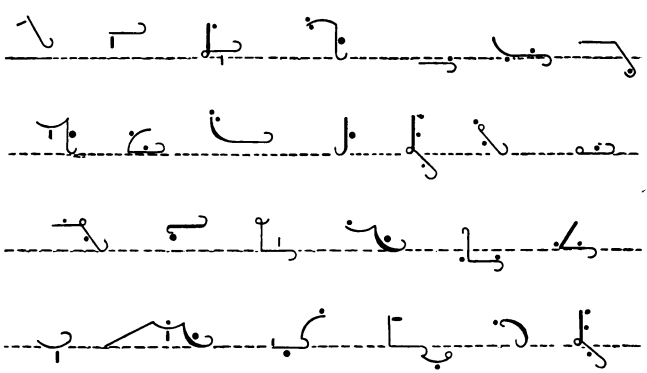
Section 207: *D*[1]*-iss-eshon, D*[2]*-M-N-ster-eshon, com-dot-Pens*[2]*-eshon, Trens*[1]*-eshon.* Section 208: *Def*[1]*-eshon, Def*[1]*-eshon-L, con-dot-Ver*[2]*-iss-eshon-Lay, F*[1]*-iss-eshon-iss.*

TO THE LEARNER.

209. Remember, it is only by a perfect familiarity with every new principle presented, and the application of the same in writing and reading, that satisfactory progress can be made. Do not be impatient; do not think that some other method of study and practice will enable you to secure a knowledge of the art of shorthand writing, for it will not. Each lesson is like a step in a journey, each one bringing you nearer the end; and, like a traveler, when the end is reached, the pleasure experienced from a knowledge of the fact that the task is accomplished, will give you renewed energy to use intelligently the attainments secured by a thorough mastery of the lesson, each one of which may be compared to the steps taken by the traveler in his journey.

210. The following exercise to be read and copied *ten times.*

READING EXERCISE.



211. Write, without vocalizing, the outlines for the following words, including sentences; correct, and rewrite *ten times.*

WRITING EXERCISE.

Domain, broken, cover, devote, rainbow, runner, keener, regain, cabins, vacancy, economy, uneven, lonely, instances, potency, money, enjoin, German, incline, annoyance, offensive, convinces, vinegar, ribbon, remains, violence, regain, preserve, provoke, abstain, shaken, franchise, behavior, engraves, openness, purity, dispenses, lithography, Napoleon, Monday, admonish, traffic, preference, condenses, unclean, vainer, brownish, undriven, monopoly, beverage, graver, population, deprivation, electioneer, activeness, disposition, desecration, illustration, inspiration, vocation, auction, desolation, perfection, ineffective, instruction, profession, friction, mansions, position, compensation, condensation.

Ambition is an emotion liable to long duration. Observation and-determination insure-the best legislation. They-will-have an-auction on Wednesday. The position is one of trust. The physicians will-be here in-time for-the association. Passion and-oppression drive men to revolution. She-says she will bring an-action against-the committee.

Practice the following letter until it can be written, from dictation, *three times in five minutes.*

John Baker, Lodi, O.:

DEAR SIR,—Replying to your favor of-the 8th, would say, we-will place your advertisement in-the Journal for five dollars. We-will give-you-a-position on-the fourth page and-display to-the best advantage.

On-the first of-the month we-had on our subscription list four thousand names, and-the circulation is steadily

increasing. Should-you place your-order we-are sure you would continue with us. Hoping we-may-receive your favor in-time for our next issue, we remain,

Yours truly,

GREEN & RADCLIFF.

REVIEW QUESTIONS. — NINETEENTH LESSON.

1. How is the syllable *shon* indicated? 2. On which side of the straight strokes is it written? 3. How is the syllable *tive* indicated? 4. On which side of the straight strokes is it written? 5. How is the syllable *shon* represented after the *iss*-circle and a large hook? 6. Is the *eshon*-hook ever written between strokes or added to a final hook?

TWENTIETH LESSON.

FINAL HOOK WORD-SIGNS.

212. The necessity of learning the word-signs cannot be over-estimated. Knowing, from long experience in teaching, that learners are apt to neglect this most important part of the work of learning shorthand, we repeat: "There is no method of study that will obviate the necessity of a perfect familiarity with the word-signs and contractions; and the learner should apply himself diligently and faithfully to this part of his task."

Write the following list *fifty times*, speaking the name of the outline at the time of writing; this tends to more quickly and firmly fix the sign in the mind.

upon, *Pen* 2

 happen, *Pen* 3

happiness, *Pens* 3

combine-ation, *Ben* 1

been, *Ben* 2

 to have been, *Ben* 3

careful-ly, *Kref* 2

 gave, *Gef* 2

I have, *Teft* 1

awful-ly, *Deft* 1

whoever, *Jeft* 2

 remembrance, *Brens* 2

done, *Den* 2

down, *Den* 3

 general-ly, *Jen* 2

imagine-ation, *Jen* 3

can, question, *Ken* 2

begin-ning, *Gen* 1

before, *Bef* 2

 above, *B* 2-*V*

whatever, *Tef* 2

differ-ent, difference, *Def* 2

 truthful-ly, *Tref* 2

whichever, *Chef* 2

often, phonography, *Fen* 2

even, *Ven* 1

 within, *THen* 1

then, *THen* 2

than, *THen* 3

alone, learn, *Len* 2

men, *Men* 1

man, *Men* 2

 opinion, *Nen* 1

none, known, *Nen* 2

subjective, *iss*-*B* 2-*tive*

subjection, *iss*-*B* 2-*shon*

begun, again, *Gen*²

began, *Gen*³

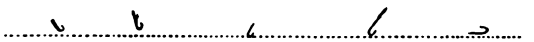
objective, *B*²-*tive*

objection, *B*²-*shon*

FINAL-HOOK REPORTING PRINCIPLES.

213. A further use of the *f*-hook is that of adding the words *have, of, if,* and *ever* to any dash-vowel word-sign, or to any full-length stroke, and *of* to the horizontal *and*-tick.

all of or if should have whichever and of



214. A further use of the *n*-hook is that of adding words to the following dash-vowel word-signs: —

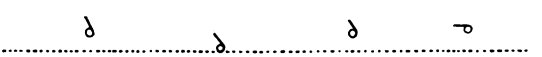
(*a*) *Not* to *or* and *but.*

(*b*) *What* and *would* to *of, all, to,* and the horizontal *and*-tick.

or not but not of what all would to what and what and would

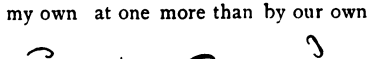
(*c*) This hook may be made into a circle to add *is, as, his, has.*

of what is to what has of what is and what is



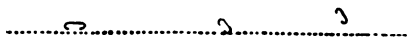
215. *Own, one,* and *than* may be added by an *n*-hook to any full length straight or curved stroke.

my own at one more than by our own



(*a*) *Own* may be added to the horizontal *and*-tick and to the dash-vowel word-signs to which *our* has been added by an *r*-hook.

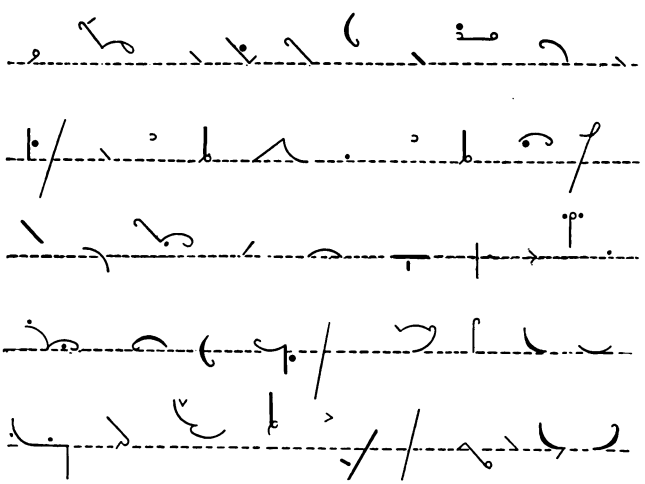
and our own to our own of our own

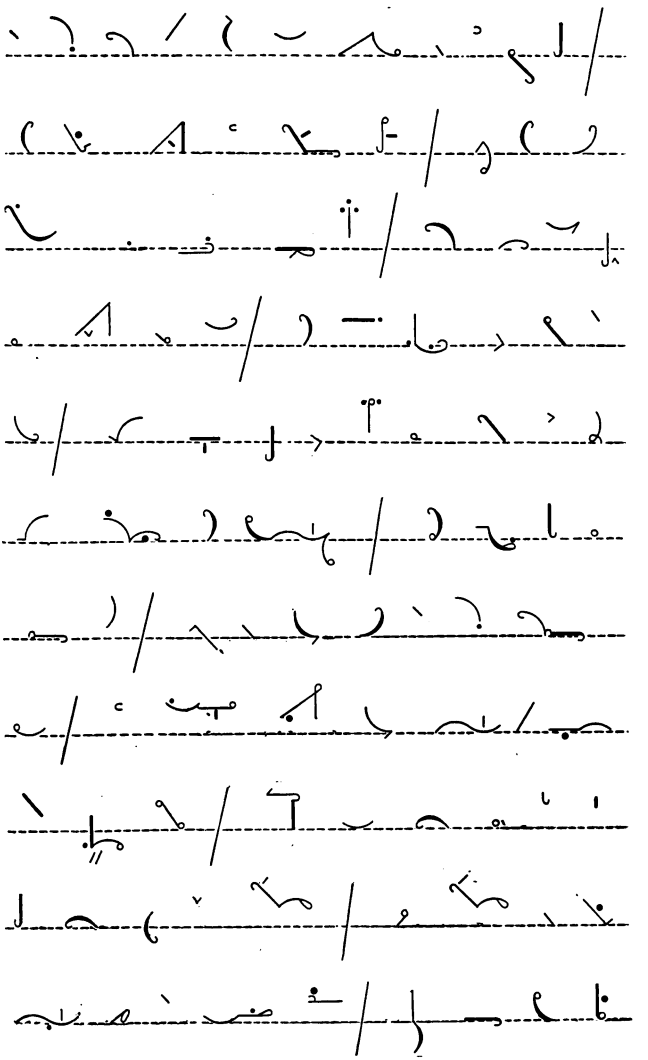


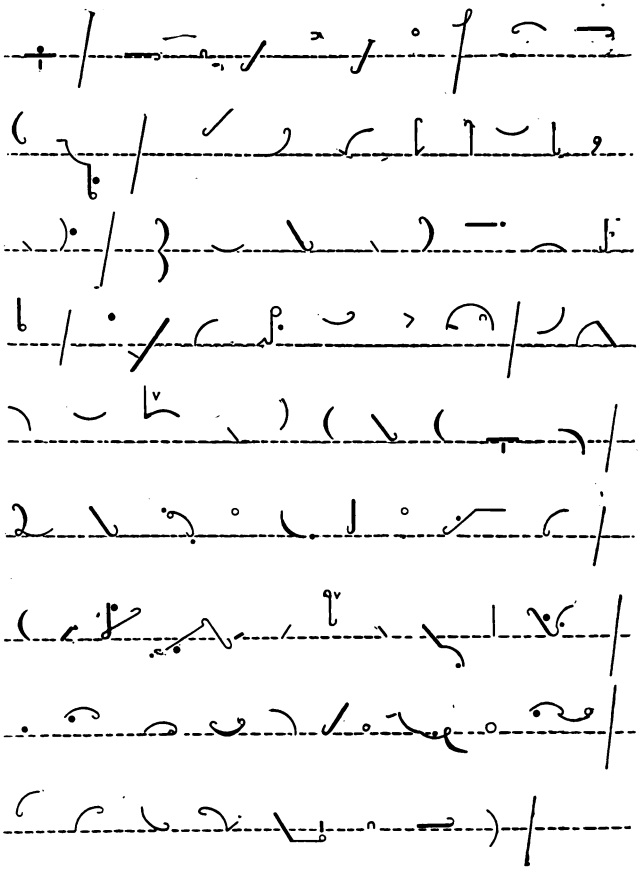
(*b*) In making use of the initial and final hooks to add words, the learner is to use discretion. In the above principles it does not mean that all the words which may be added by the hooks can be used in every case, but only such are to be used as "make sense;" for instance, "own" would not be added by the *n*-hook to *had*, or "are" to *at* by an *r*-hook. Use judgment and common-sense in every thing connected with your study of shorthand.

216. The following exercise is to be read and copied *ten times*.

READING EXERCISE.







217. The following exercise contains all the word-signs in the final-hook list. Words printed in Italics are not word-signs. Words with a dash between them are to be joined. Practice writing the exercise until it can be written, from dictation, *in five minutes*.

WRITING EXERCISE.

He alone gave his opinion of phonography before-the committee. He-*says* he-has given-the subject careful *consideration*, and-can truthfully say these-things were done within his remembrance. As I-*said* above, there-is-no objection to what I-have-done; however, there-may be a-different opinion on-the subject. Many men have known this man's knowledge to-be subjective; however, *some claim* it-was objective. I-have-often *said* this of-the General before, and-I-may say it again. Whoever *says* there-has-been no-difference of opinion in *relation* to-the subjection of-the subject, are telling-the truth. This-is what-the *speaker said:* —

"There-is-no *braver* man than he." Whatever you say upon-the subject, be truthful; none can object to-this. Then, why do-you differ from-him, *since* he-has-been so careful to *speak*-the truth? You-will-be-sure to see them, whichever way you-*go*. He-*says* if-you-will call-upon him he-will-be happier. They-will combine to punish-the *criminal*. They ought to-have-been there before he-began. He-gave them the combination of-the *lock*. I have every-*reason* to believe it-will *add* to-his happiness to go down there. I imagine the question is: when will he begin to-learn his *lesson*. There-was an awful *wreck* on-the *road last Wednesday*. They-will even be there before *eight o'clock*. In-my opinion they-have begun-the work.

REVIEW QUESTIONS. — TWENTIETH LESSON.

1. What four words may be added by an *f*-hook? 2. What word is added by an *n*-hook to *or* and *but?* 3. An *n*-hook on *all*, *of*, *to*, and the horizontal *and*-tick, adds what two words?

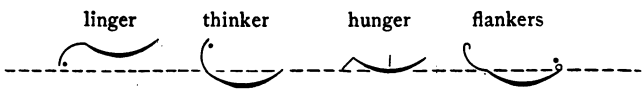
4. The *n*-hook made into a circle adds what four words? 5. What three words may be added by an *n*-hook to full-length curved and straight strokes? 6. When may *own* be added to the horizontal *and*-tick and to the dash-vowel word-signs?

TWENTY-FIRST LESSON.

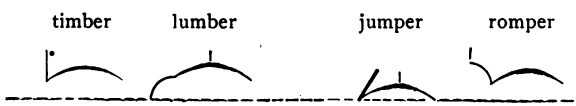
LENGTHENED STROKES.

218. Another modification of the consonant strokes is that of lengthening, — making a full length stroke double its usual length to add syllables.

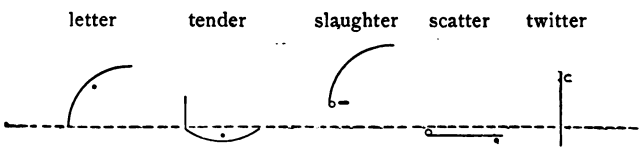
219. Lengthening *Ing* adds *kr* and *gr*.



220. Lengthening *Emp* adds *er*.



221. Lengthening any other stroke adds *tr*, *dr*, or *thr*.



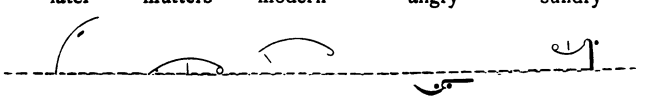
NOMENCLATURE.

Section 219: *Lay*[1]*-Inger, Ith*[2]*-Inker, Ret*[2]*-Inger, Fel*[2]*-Inker-iss.* Section 220: *T*[1]*-Ember, Lay*[2]*-Ember, K*[2]*-Ember, R*[1]*-Emper.* Section 221: *Layter*[2], *T*[2]*-Ender, iss-Layter*[1], *iss-Kayter*[3], *Teter*[1].

(*a*) When a straight stroke is lengthened the context will readily determine whether its own sound is repeated or is lengthened to add *tr*, *dr*, or *thr*.

222. A sound denoted by lengthening is read *after a vowel*, but *before a final hook*, *loop*, or *circle;* if a final vowel follows the sound added by lengthening, the *stroke* and *r*-hook must be used.

later mutters modern angry sundry



NOMENCLATURE.

Layter[2], *Emter*[2]*-iss, Emdern*[1], *Ing*[3]*-Ger, iss-N*[1]*-Der.*

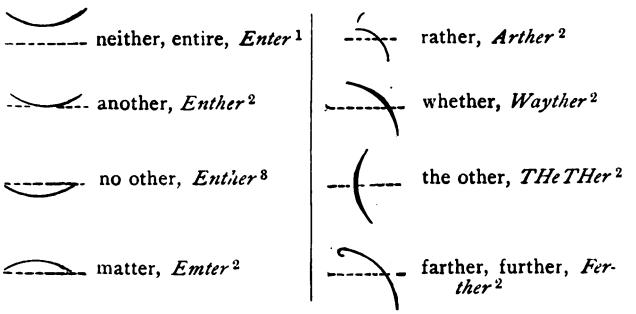
223. Double lengths should be exaggerated a little so as to be sure they are long enough.

224. The position of lengthened strokes written downward are as follows: *first position*, the stroke rests on the line, or a trifle below; *second position*, half above and half below the line; *third position*, three fourths of the stroke to be written below the line.

(*a*) The position of a lengthened stroke written upward is the same as a full length stroke: above the line, on the line, through the line.

LENGTHENED-STROKE WORD-SIGNS.

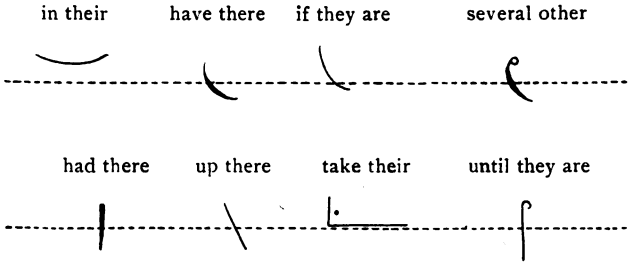
The following list to be written *fifty times.*



LENGTHENED-STROKE REPORTING PRINCIPLES.

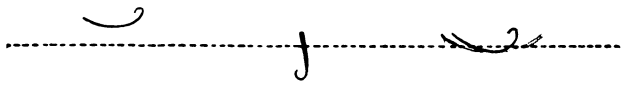
225. The lengthening principle is used to represent words as well as syllables, as will be seen by the following: —

(*a*) A full-length stroke, without a final hook, loop, or circle, may be lengthened to add *their, there, they are, other.*



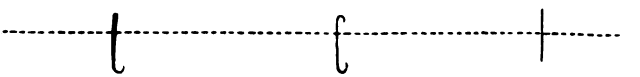
(*b*) *Own, not,* and *one* may be added by an *n*-hook.

in their own had there not another one



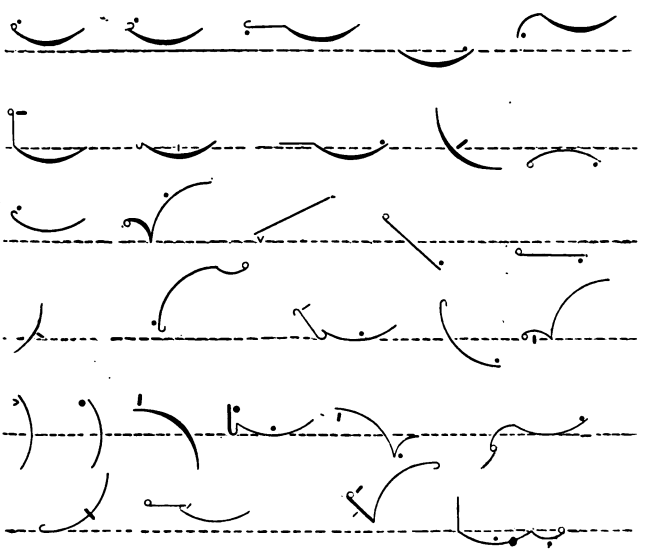
(*c*) *Fore* and *of* may be added by the *f*-hook, and *to their* may be written with *Tether*[2].

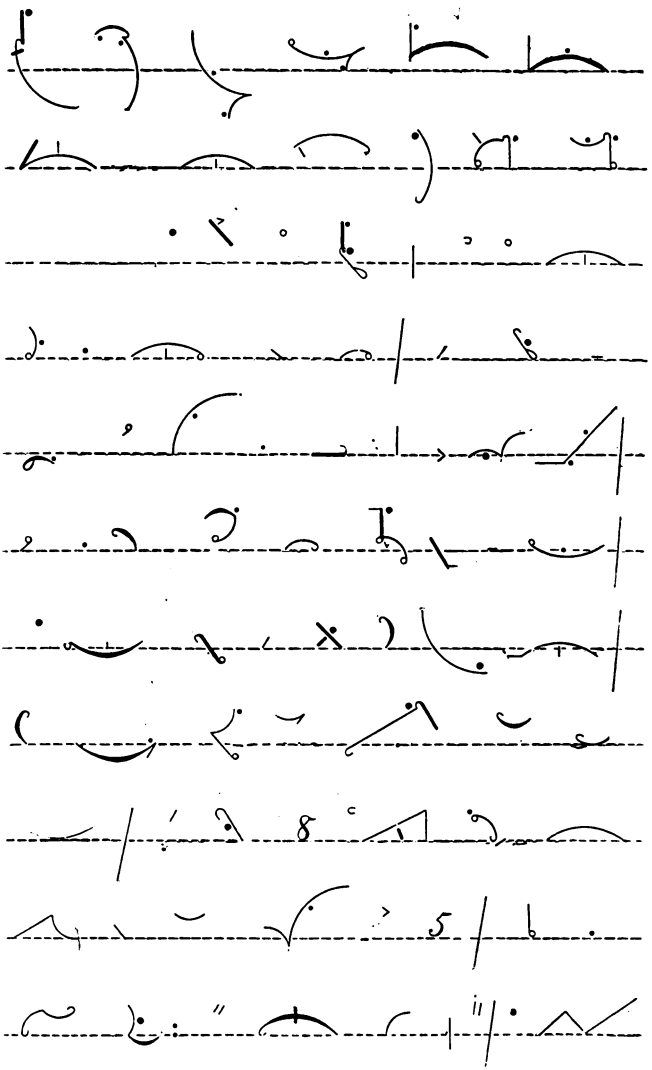
had therefore until they are of to their

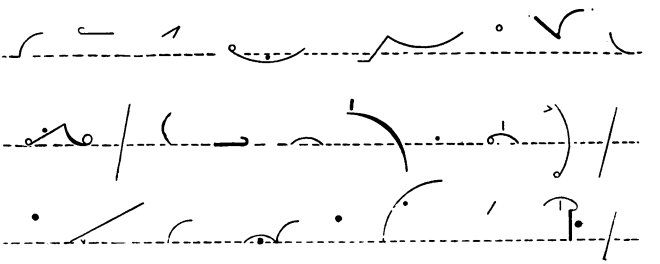


226. The following exercise to be copied *ten times*.

READING EXERCISE.







227. The following exercises to be written, corrected, then rewritten *ten times.*

WRITING EXERCISE.

Anger, drinker, banker, finger, hunger, hanker, letter, swelter, surrender, material, legislator, order, calendar, wonder, eastern, stronger, swifter, diameter, smother, literal, reporter, typewriter, Anderson, Alexander, re-enter, temper, scamper, amber, timber, slander, sundry, angry, paltry.

Write, without vocalizing, the outlines for the following words; correct, and rewrite *ten times:* Teacher, treasure, dispositions, prudence, clever, cleave, green, engrave, shudder, whither, northern, waterfall, immaterial, succession, vacation, probation, aspiration, train, December, regions, study, money, below, resistance, semblance, instance, Lawrence, pretence, residence, fringe, density, cucumber, wilderness, stumble, stuff, style, intrust, cluster, utmost, disgust, protest, masters, strange, crown, plenty, graphic, curtain, explain, traffic, incline, tribune, restrain, exposition, dispensation, decline, insecurity, insoluble, inspiration, unsalable, inscribe, personal, syllable, plural, observation.

The following sentences contain all the double-length word-signs. To be written from dictation *four times in six minutes:* She-was much farther away from-the *town* than

he. *James* is further along with-his *studies* than *John.* The entire matter will come up at-the *next session* of-the *council.* No other person can tell us whether he-will go away or *remain.* He-was in-your-*city* the other *day.* Another party will call and see-you in a-*day* or two. Neither was here the entire *day.* I-would rather he-would do-the *work* for-you. The *Reporter* will acknowledge-the truth of-the entire matter when he calls on-the *legislator concerning*-the *slander* of-the *senators.*

REVIEW QUESTIONS. —TWENTY-FIRST LESSON.

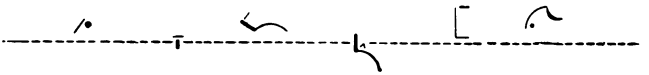
1. *Ing* is lengthened to add what two syllables? 2. *Emp* is lengthened to add what syllable? 3. Lengthening any other stroke adds what three syllables? 4. If a final vowel follows the syllable indicated by lengthening, how must the syllable be expressed? 5. What is the first position for a double-length stroke written downward? second position? third position? 6. What is said about lengthened strokes written upward? 7. What words may be added by lengthening a stroke? 8. What words may be added by an *n*-hook? 9. What words may be added by an *f*-hook?

TWENTY-SECOND LESSON.

THE SHORTENING PRINCIPLE.

228. The letters *t* and *d* occur so frequently that it is necessary to provide some method of representing them other than the stroke. The method that best answers the purpose of speed and legibility is that of shortening, or making half-length the stroke that precedes *t* or *d.*

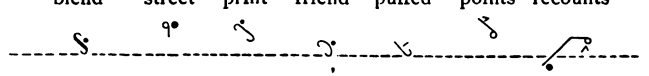
cheat coat bottom doubter talked lived



(*a*) The context will readily determine whether *t* or *d* is to be added.

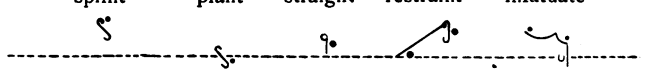
229. The half-length strokes take an initial or final circle, loop, or hook, the same as a full-length stroke; but the *final hooks* are to be read *before* the added *t* or *d*, the *circle after* the *t* or *d;* that is to say, *the circle is the last thing read.*

blend street print friend puffed points recounts



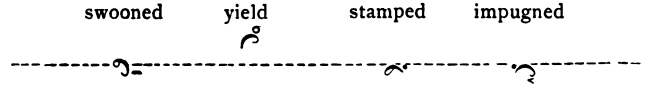
230. Half-length outlines are vocalized, practically, the same as if they were full-length strokes. Sometimes the learner is embarrassed to know when and where to read the *t* or *d*, especially when the outline contains one or more circles, loops, or hooks. In reading or writing an outline, exercise a little judgment, and the seeming difficulties will soon disappear. Remember that a consonant-stroke is made half-length to denote that a *t* or *d* sound follows the stroke made half-length, and that the same is read *after a final hook*, but *before* the *circle*. Carefully observe the outlines for the words below, and note the order of reading.

splint plant straight restraint infatuate



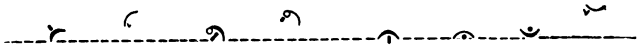
231. The strokes for *Way, Yay, Emp, Ing* are never made half-length unless they have a loop, initial, or final hook.

swooned yield stamped impugned



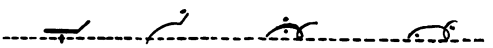
232. As *Yay*, *Way*, *Emp*, and *Ing* are not made half-length, the corresponding light strokes, *R*, *L*, *M*, and *N*, may be shaded to indicate that *d* follows; if unshaded, that *t* follows.

old light soared sort mode met end night



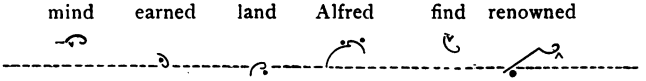
(*a*) Occasionally, to avoid an awkward outline, it is better to write *l* and *r* upward, instead of downward, even though they are followed by *d*; upward strokes, of course, are not shaded.

gored lard embezzled misled



(*b*) *R*, *L*, *M*, and *N* are not shaded for *d* if they contain an initial or final hook.

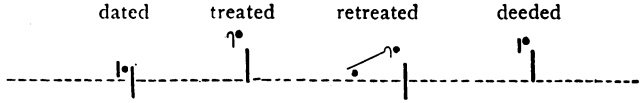
mind earned land Alfred find renowned



233. *Lay*, *Ray*, and *Hay*, when standing alone, are never halved to add *d*.

234. When *t* or *d* is preceded by another *t* or *d* sound, it is sometimes necessary, in order to denote the past tense, to disjoin the *d*.

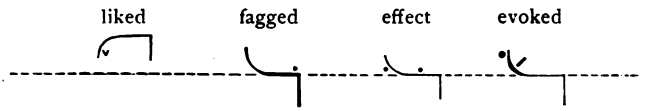
dated treated retreated deeded



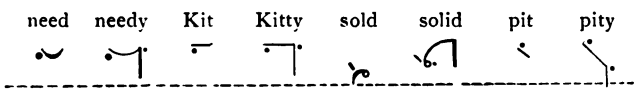
235. After an *n* or *shon*-hook, it is allowable to write a half-length *s* upward, and when so written it is called *Ist*; thus, "factionist" (*F*^{2}-*K*-*shon*-*Ist*), "opinionist" (*Nen*^{1}-*Ist*).

236. The halving principle, like many others in shorthand, is not to be invariably employed; but judgment must be used, and due attention given to analogy, angles, syllabication, and outlines that obviate difficult joinings.

237. The full-length stroke must be employed when a curved and straight stroke are joined without an angle between them.



238. The addition of a syllable requires the use of the stroke for *t* and *d*. The half-length principle does not apply in such cases.



NOMENCLATURE.

Section 229: *Blend*[2], *iss-Tret*[1], *Prent*[1], *Frend*[2], *Peft*[2], *Pents*[1], *Ray*[8]-*Kents*. Section 230: *iss-Plent*[1], *Plent*[3], *iss-Tret*[2], *Ray*[2]-*iss-Trent*, *N-Fet*[1]-*T*. Section 231: *iss-Waynd*[8], *Yeld*[1], *steh-Med*[8], *Empened*[8]. Section 232: *Mend*[1], *Arnd*[2], *Lend*[3], *Lay*[2]-*Fred*, *Fend*[1], *Ray*[8]-*Nend*. Section 234: *Ded*[2] *D*[8], *Tret*[1] *D*[2], *Ray*[1]-*Tret D*[8], *Ded*[1] *D*[2]. Section 237: *Lay*[1]-*K*-*T*, *F*[2]-*Gay*-*D*, *F*[2]-*K*-*T*, *V*[2]-*K*-*T*. Section 238: *Ned*[1], *N*-*D*[1], *Ket*[1], *K*-*T*[1], *iss*-*Eld*[2], *iss*[1]-*Lay*-*D*, *Pet*[1], *P*[1]-*T*.

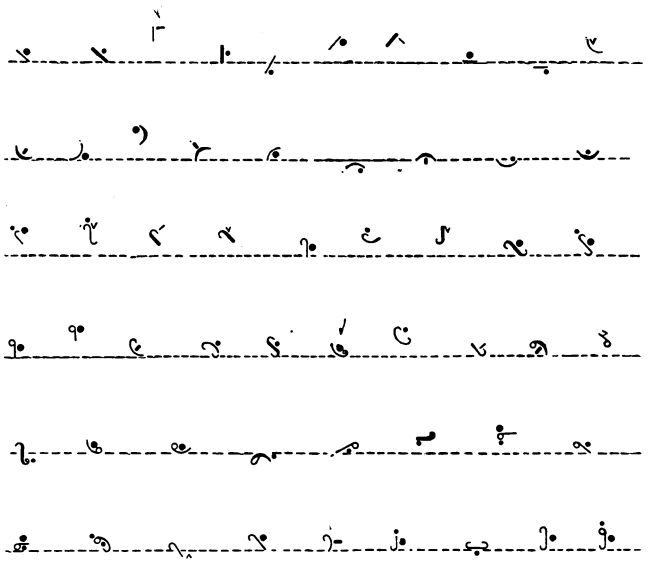
TO THE LEARNER.

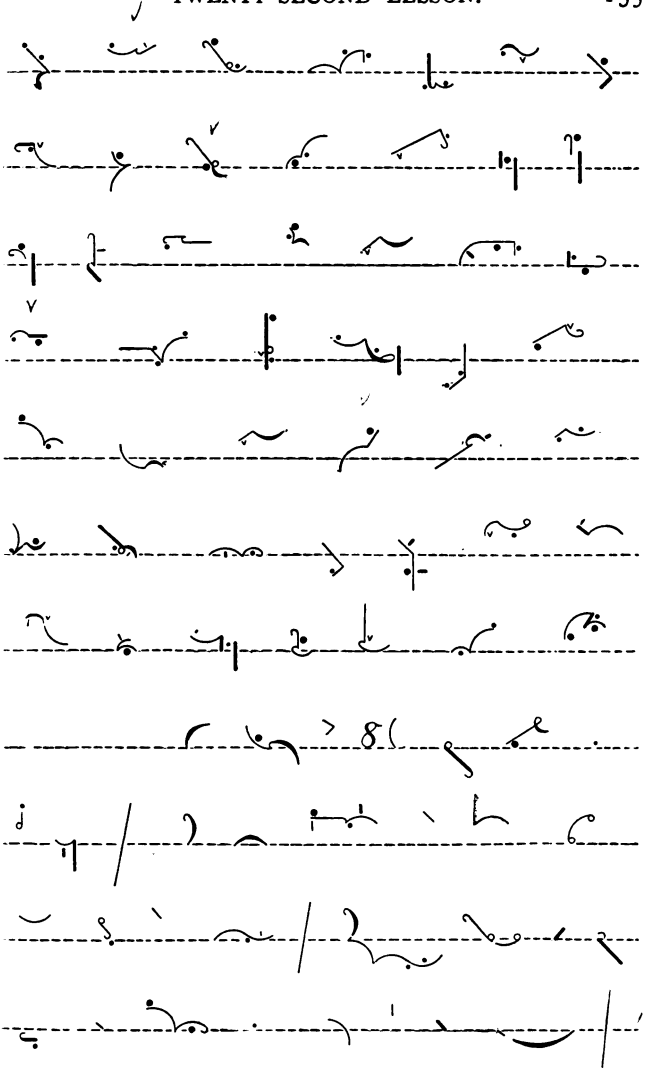
239. You must be careful to distinguish the half from the full-length strokes; too much pains cannot be taken in this

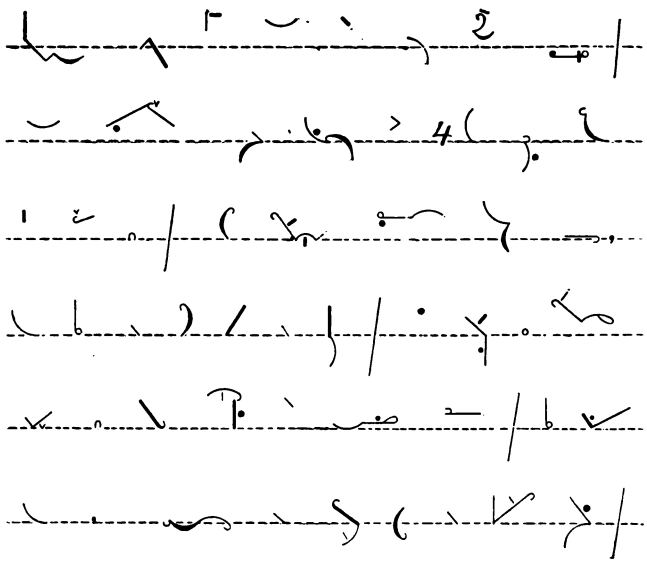
particular, for often illegible notes can be traced directly to carelessness in this respect. It is better to make the half-lengths less than half, rather than more. As *t* and *d* are the most frequently recurring consonants, it is necessary to understand the halving principle, no matter how long it may take you to do so. We are anxious to have you "get on," but it must not be done at the sacrifice of correct outlines and legible notes, which is sure to occur if you do not give the necessary time to learn this lesson, one of the most important in the book.

240. The following exercise is to be read and copied *ten times*.

READING EXERCISE.







241. Write the following exercise, correct, and rewrite *ten times.*

WRITING EXERCISE.

Pet, bad, date, jade, tight, caught, cut, gout, feet, fade, vied, evade, east, shed, late, old, art, meat, mud, mate, need, plate, paved, plied, blunts, tints, trot, dents, drift, chants, joined, cuffed, nets, faints, grit, throat, spouts, strayed, friends, soared, convened, secrets, rift, blends, prates, student, lends, sends, consent, slights, fleets, brand.

Write, without vocalizing, the outlines for the following words; correct, and rewrite *ten times.*

Verdict, definite, deadly, shepherd, intestate, cultivate, latitude, modify, threatened, tradewind, ascertained, fort-

night, indict, badly, dotage, strained, sentiment, midnight, astound, infatuate, esteemed, protect, ascends, fired, contend, afford, liked, road, renewed, effect, navigate, treated, foothold, located, meditation, madam, wisdom, beautify, cotton, invade, winked, loved, bullet, debate, compared.

The following letter is to be written, from dictation, *four times in eight minutes.*

In reply to yours of-the 27th ultimo, relative to-the commercial position of Messrs. Haws & Taylor, of Natches, would-say, they-have, by their honesty, energy, and strict attention to business, secured-the entire confidence of merchants in-this-city, and-have succeeded in building up a-very large trade over a-large section of-the Southwest.

By their shrewd management and cautious investments they-have risen high in-the estimation of our business community, and-bid fair to become one of-the leading houses in our section. Any transactions you-may-have with-them will accrue, we-are confident, to your advantage. We remain, Yours truly,

BRADNER & COTTON.

REVIEW QUESTIONS. — TWENTY-SECOND LESSON.

1. Making a stroke half-length adds what two letters? 2. Is a final hook read before or after the *t* and *d*? 3. Is the circle read before or after? 4. How are half-lengths vocalized? 5. What four strokes are not made half-length unless they have an initial or final loop or hook? 6. What four strokes are shaded to show that *d* follows? 7. What three letters, when standing alone, are never halved for *d*? 8. How is it sometimes necessary to denote the past tense? 9. When must the full-length strokes for *t* and *d* be employed? 10. An additional syllable requires what?

TWENTY-THIRD LESSON.

HALF-LENGTH WORD-SIGNS.

242. The following list of word-signs to be written *fifty times*. Sooner or later every word in every list must be so thoroughly familiarized that it can be written as quickly as it can be pronounced by a good reader. The half-lengths are named *Pet, Bet, Tet, Det, Chet, Jet,* etc.

put, *Pet*[3]

 about, *Bet*[3]

quite, *Ket*[1]

 could, *Ked*[2]

 God, *Ged*[1]

 good, *Ged*[2]

 feature, if it, *Fet*[1]

after, *Fet*[2]

 future, *Fet*[3]

footstep, *Fet*[3]-*steh*

thought, *Thet*[1]

 that, *THet*[1]

 without, *THet*[2]

 astonish-ed-ment, *Est*[1]

establish-ed-ment, *Est*[2]

 is it, *Zet*[1]

 as it, was it, has it, *Zet*[2]

 used, *Zed*[3]

 wished, *Isht*[1]

 little, *Let*[1]

 let, *Let*[2]

 let us, *Let-iss*[2]

 seldom, *iss-Eld*[2]

 world, *Eld*[2]

 Lord, read, *Ard*[1]

 word, *Werd*[2]

 might, *Met*[1]

 immediate, *Med*[1]

made, *Med*[2]

somewhat, *iss-Met*[1]

sometime, *iss-Met*[2]

not, *Net*[1]

 nature, *Net*[2]

 natural-ly, *Net*[2] *L*

 under, hundred, *End*[2]

is not, *iss-Net*[1]

as not, has not, *iss-Net*[2]

want, *Went*[1]

till it, *Telt*[1]

told, *Teld*[2]

until it, *Telt*[3]

called, equalled, *Keld*[1]

 valued, *Veld*[3]

particular, *Pret*[1]

pretty, opportunity, *Pret*[2]

spirit, *iss-Pret*[1]

toward, *Tred*[2]

according-ly, *Kred*[1]

cared, *Kred*[2]

great, *Gret*[2]

authority, *Thret*[1]

throughout, *Thret*[2]

in order, *Nerd*[1]

did not, *Dent*[1]

do not, *Dent*[2]

had not, *Dent*[3]

 gentlemen, *Jent*[1]

gentleman, *Jent*[2]

kind, cannot, *Kent*[1]

account, *Kent*[2]

will not, *Lent*[1]

we will not, *Welent*[1]

are not, *Arnt*[2]

we were not, *Wernt*[1]

were not, *Wernt*[2]

mind, *Mend*[1]

may not, am not, amount, *Ment*[2]

we may not, *Wement*[1]

it will not, *Telent*[1]

which will not, *Chelent*[1]

HALF-LENGTH REPORTING PRINCIPLES.

243. An additional use of the shortening principle is that of adding *words* as well as the two letters *t* and *d*, as illustrated by the following rules: —

(*a*) *It* and *what* may be added by halving a preceding word-sign, the sign halved retaining its position.

do it had it know it in what think it

(*b*) *Had* and *would* may be added in the same manner, the sign halved being always written *through* the line.

it had which would she had they would

244. Theoretically the dash-vowel word-signs are shorter than the half-lengths, and the ticks for *the*, *a*, *an*, *and*, *he*, and *I* are shorter than the vowel-signs, although there is no difference in the naming of such signs.

(*a*) The Graham nomenclature distinguishes the dash-vowel signs and ticks from the half-lengths by adding the syllable *oid* to the former; thus, "do-the" (*D*[2]-*Retoid*); "or-the" (*Tetoid*[1]-*Retoid*).

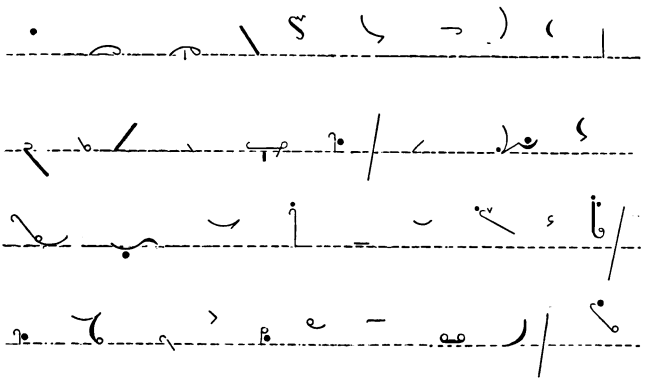
245. *Derivatives* may be formed from the above, or any preceding or subsequent list of word-signs by prefixing or affixing, joining or disjoining, according to convenience, the consonant or consonants necessary to form the derivative; thus, *Lay* is added to "world" for "worldly," *N-iss* to "great" for "greatness," *L* to "gentleman" for "gentlemanly;" *N* is prefixed to "kind" for "unkindly," etc.

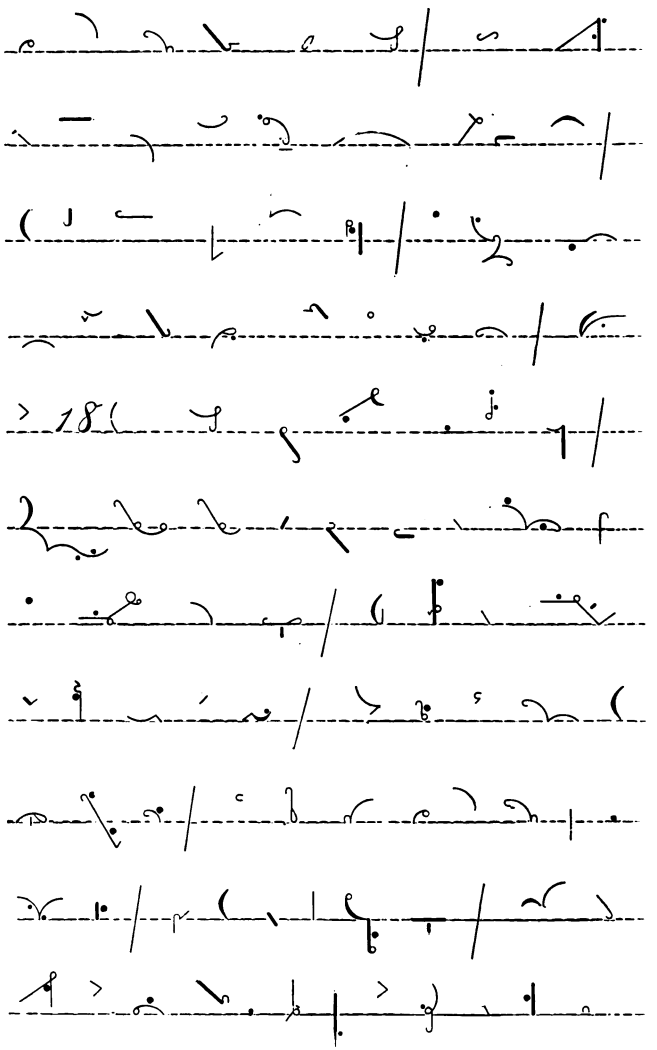
246. When a regular verb is represented by a full-length stroke, the past tense may generally be indicated by making that sign half-length.

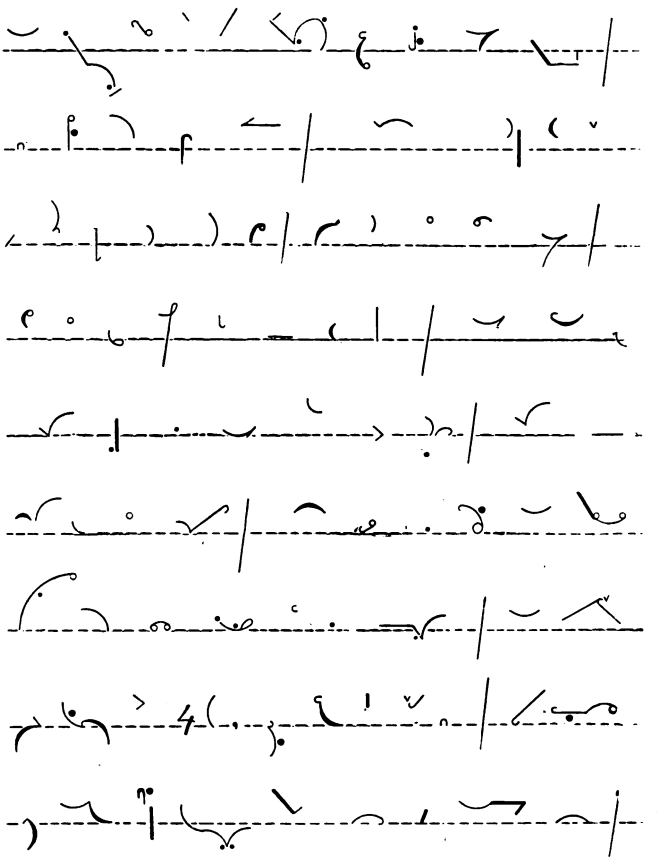
remember remembered equal equaled care cared

247. Read and copy the following exercise *ten times*.

READING EXERCISE.







248. The following sentences contain all the half-length word-signs. Practice writing the same until they can be written, from dictation, *three times in twenty-five minutes.*

WRITING EXERCISE.

He-says he-made and put these-things together. It-is quite *likely* he-went to-his *work* immediately after-the gentleman called. The Lord is-as good-as he-is great. We *heard* that-the gentleman could-not account for-the astonishment, and-for this-*reason* they-will naturally want to know more about it. If it were-not for-his good-nature we would-be somewhat inclined to let-the opportunity pass. Is-that his footstep? It-is seldom that he adds a new feature to-the establishment. It-is little use to ask him what he-will-do in-the future. They-are pretty sure to establish a hundred of-them this year. He-has-not been here *since* Sunday. He-may-not *pay*-the amount until-it-is too late to-be of *service* to him. The amount equaled one hundred dollars. He-is-not *going* till-it-is settled as-it should-be. They cared *nothing* about his authority. Let them go on with-the work if-they wish. Let us, in-the spirit of truth, be particular to read from-the word of God. He-will astonish-the people throughout-the world, and this-is what he wishes to do, and-is what I told-you I-thought he-would-do. It-will-not-be to-his immediate advantage, under the *present state* of *affairs*, to establish-the *institution* according to-his *idea* of what is right. We-are-not astonished to *learn* that he cared *nothing* about them. We-do-not and cannot think that it-will-be kind or in-order for-them to act in-this manner toward-them. He did-not-do these-things until-it was too late to-be of *service* to-us. They had-not valued-the estate at-the time we called; however, we-may-not-be *rightly informed* on-the subject. I-am-not sure, as-it-has-been *claimed*, that he used-the goods without-the *consent* of-the gentleman of-the *house*. We-will-not mind what he-*says*

without-he gives a-*better reason* than that which he-has yet *presented.* We might say it-has-not, and will-not-be called for for some time to come. Did he-say "which-will-not," "are-not," or "am-not"? She is-not coming this way till-it-is *settled* as-it should-be. It-was the most natural thing in-the world for-him to have *said,* "I would as *lief* come as-not." Did-the gentleman say, "is-it," "somewhat," or "has-it"? He-will tell it to-the whole world should an-opportunity be-presented. We-are-not at-*present prepared* to *say* what we-will-do.

TWENTY-FOURTH LESSON.

CONTRACTIONS.—SECOND LIST.

249. Contractions, like the word-signs, must be thoroughly familiarized. The following list to be written *fifty times.* It may seem something like a task to practice the sentences until they can be written within the specified time; still, this is absolutely necessary, if the learner expects to become a reporter. The frequently recurring words must be so thoroughly familiarized that they can be written with the rapidity of speech, and the ability to do this is accomplished by writing the words *again and again,* either separately or in sentences.

 acknowledged, *K-Jed*[1]

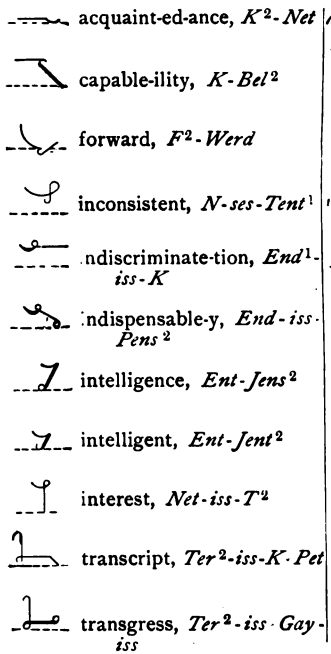
 afterward, *Fet*[2]*-Werd*

 anticipate, *Ent-iss-Pet*[1]

intelligible-y, *Ent-J*[2]*-Bel*

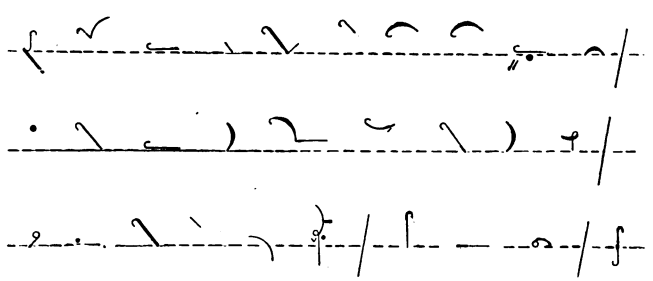
influential, *N*[1]*-Shel*

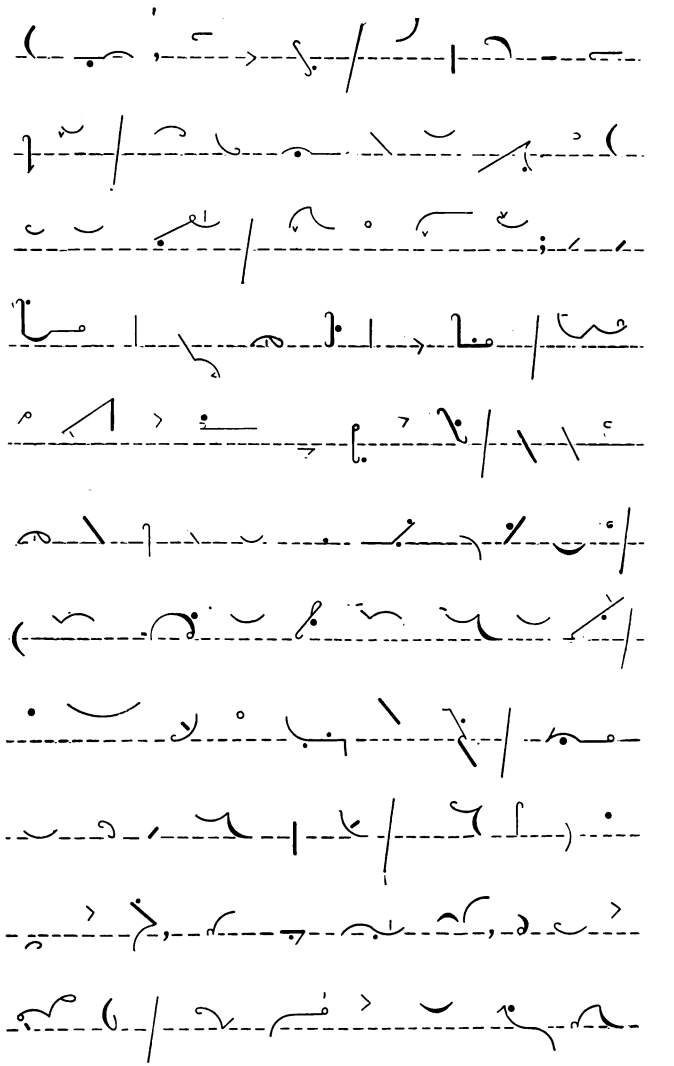
 investigation, *N-V*[2]*-iss-eshon*

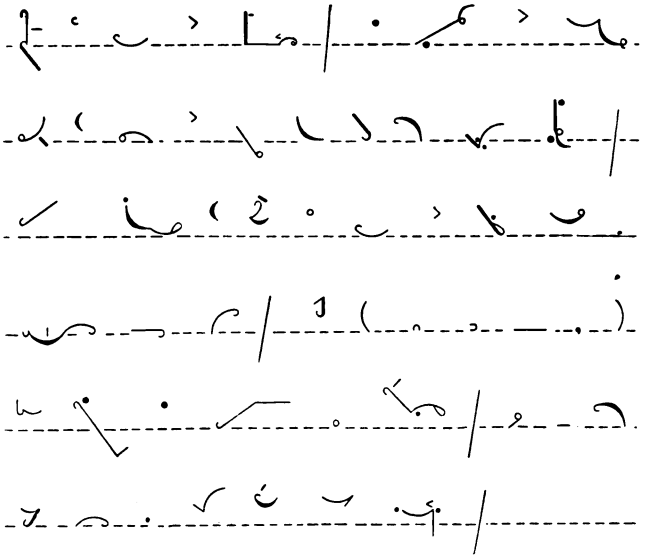


250. The following exercise to be read and copied *ten times*.

READING EXERCISE.







251. The following sentences contain all the contractions in the second list. Practice writing them until they can be written, from dictation, *three times in ten minutes.*

WRITING EXERCISE.

The truth of-the entire matter was acknowledged afterward by-the representative. They anticipate much pleasure. He understood-the practicability of-the subject which-was up for investigation. We understand that he-will *pay*-the interest within *four days*. She is an acquaintance. No one *doubts*-the man's capability. They were-not understood. The understanding was that he-was acquainted with-him. If you-are *ready* you-may speak with-them. We-did-not question-the gentleman's intelligence. The probability is

that an indiscriminate use of-the manuscript is practicable. The man who-is making-the investigation is influential, intelligent, capable, and a remarkable phonographer. Another intelligible transcript, which-will greatly interest-the phonographic representation, will go forward within a-*few-days*. It-is inconsistent for-him to further transgress-the laws, which are indispensable to-the highest good of-the people. He-is a-man of intelligence, and says he-will go onward rather than *backward*. Whether your time calls you to-live or *die*, do *both* like a *prince*. We-will-not anticipate-the general question.

TWENTY-FIFTH LESSON.

PREFIXES.

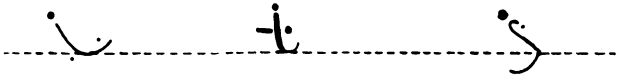
252. In the preceding lessons there has been presented the principle of writing to the consonant-strokes small and large circles, small and large loops, small and large hooks, initial and final; strokes have been lengthened and made half-length; and as these strokes are not subject to further modification, there are needed, in order to attain greater speed in writing, other principles or sources of brevity. This is secured, not by new characters or signs, but by putting those already presented to other uses; for instance, many words begin with a prefix, — the first syllable of many words, — and instead of writing these frequently occurring syllables in full, they are represented by a disjoined stroke, half-length, circle, dot, or tick.

253. *Con, com, cog*, expressed by a *light dot* placed before the remainder of the word.

convey complain cognate combine

254. *Accom*, expressed by a *heavy dot* placed before the remainder of the word.

accompany accommodation accomplish

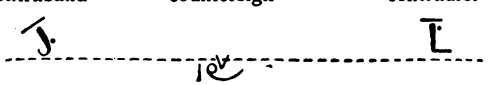


255. *Circum, self*, expressed by *iss* written beside the first stroke of the remainder of the word.

circumspect self-respect self-knowledge

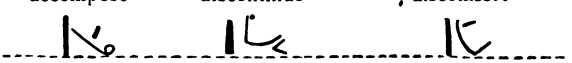
256. *Contra, contro, counter*, expressed by a *short dash* written at right angles with the first stroke of the remainder of the word.

contraband countersign contradict



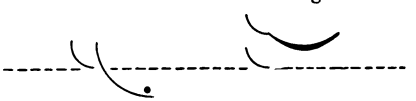
257. *Decom, discom, discon*, expressed by *D* written near the remainder of the word.

decompose discontinue discomfort



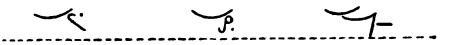
258. *For, fore*, expressed by *F* written before the remainder of the word.

fore-father fore-finger



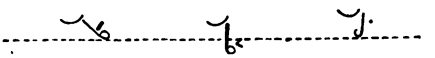
259. *Incom, incon, incog,* expressed by *N* written near the remainder of the word and *above* the line.

incomplete inconstant incognito



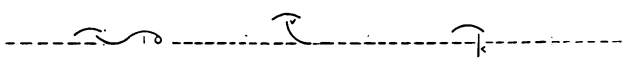
260. *Intro, inter, enter,* expressed by *Net* written in any position near the remainder of the word.

interpose introduce entertain



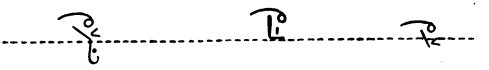
261. *Magna, magni,* expressed by *M* written *above* the line and partly over the remainder of the word.

magnanimous magnify magnitude



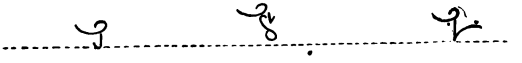
262. *Miscon, miscom,* expressed by *M-iss* written *above* the remainder of the word.

miscomputation misconduct miscompute



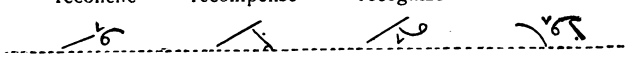
263. *Noncon, noncom,* expressed by *Nen* written *above* the remainder of the word.

noncontent noncompliance noncommittal



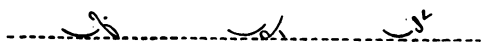
264. *Recon, recom, recog,* expressed by *Ray* written near the remainder of the word; *Irrecon* is expressed by *R,* the down or curved stroke for *r.*

reconcile recompense recognize irreconcilable



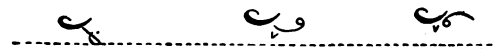
265. *Uncon, uncom,* expressed by *N* written near the remainder of the word, but *on the line.*

uncompressed unconscious uncombined



266. *Unrecom, unrecon, unrecog,* expressed by *Ner* written *partly over* the remainder of the word.

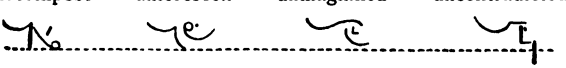
unrecompensed unrecognized unreconcile



PREFIX REPORTING PRINCIPLES.

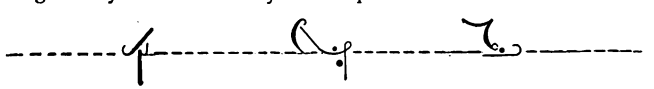
267. A syllable preceding any prefix sign given above may be joined to such prefixes.

undecompose unforeseen unmagnified uncontradicted



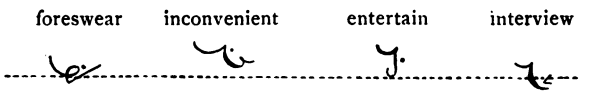
268. *Con, com, cog* may sometimes be expressed by commencing the next word partly under the preceding word.

generally contented they will compensate in this connection



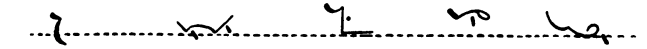
269. The reporter may safely join many prefixes instead of disjoining them.

foreswear inconvenient entertain interview



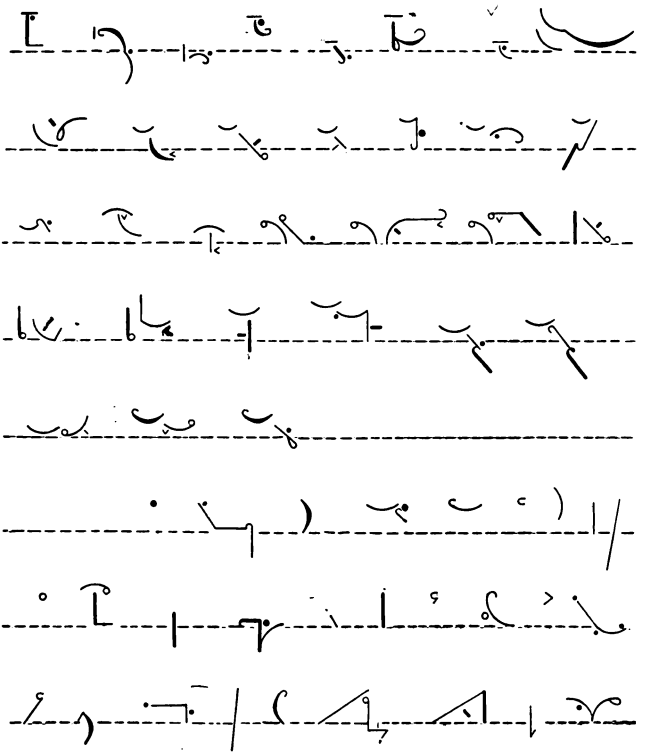
270. Word-signs may also be used as prefixes, and, with the exception of *under*, they retain their position when joined.

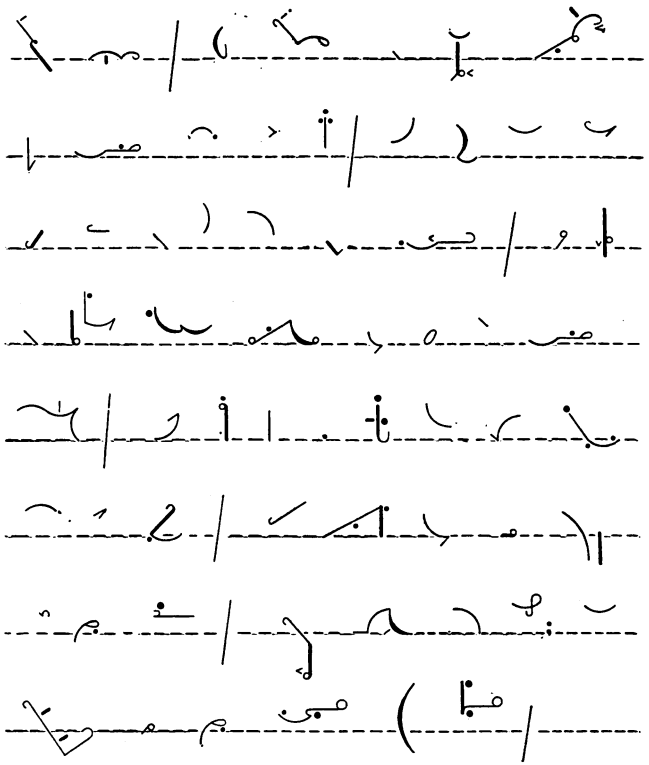
although to-morrow undertake almost forenoon



(*a*) In the word "forenoon," the prefix *fore* is always *joined;* in "afternoon" the prefix *after* is *disjoined.*

READING EXERCISE.





271. Write the following exercise, correct, and rewrite *ten times*.

WRITING EXERCISE.

Cognate, complain, accomplish, circumscribe, counter-check, contravene, countermine, foreland, fore-foot, fore-noon, unforeseen, intercourse, interfere, introduce, inter-jacent, intertwine, interview, magnify, misconjecture, circumference, circumstance, circumvention, discontent,

disconsolate, incompatible, inconclusive, irreconcilable, miscompute, misconstrue, noncompliance, nonconformist, recompense, recombine, uncompressed, unrecognized, small compensation, although, almost.

I-shall consider it an accommodation if he-will accompany me on-the journey. Circumstances are such that it-will-not-be possible for me to communicate with-them. It-will greatly incommode him if-they interpose. After comparing his notes with-the-other members of-the committee, he came to-the conclusion that-the circumference was greater than was really necessary. In-the conversation he-was noncommittal on-the subject of-his misconduct. He contradicted-the report concerning his having received-the countersign, and this ended-the controversy. He-has-been compelled to discontinue-the paper, although this will discommode his many friends. It-is said he-will introduce-the resolution at-the next meeting of-the committee. He-is-not aware of-the magnitude of-the undertaking. He-is a man of great self respect and courage. He-will recommend-the passage of-the bill at-the next session of Congress. She-was unconscious several moments after-the accident. We understand his compensation was to-be-the contribution received in-the forenoon and afternoon.

Practice the following letter until it can be written, from dictation, *four times in seven minutes.*

Messrs. Jones & Smith, Albany, N. Y.

GENTLEMEN, — Having become firmly established in-this city, and owing to-the improvement in our business, which is rapidly developing itself, we feel desirous of opening an account with-your house, and would-be pleased to have you forward us your terms of settlement, together with a trade list of-your publications, and some of-your complete cata-

logues, upon-the receipt of-which, and your conditions being accepted, our Mr. Claxton will call upon and furnish you with all-the necessary information regarding our business and standing. Waiting for-your reply, we-are, gentlemen,

Yours truly,

CLAXTON & CO.

REVIEW QUESTIONS. — TWENTY-FIFTH LESSON.

1. How are the prefixes *con, com, cog* expressed? 2. *Accom?* 3. *Circum, self?* 4. *Contro, contra, counter?* 5. *Decom, discon, discom?* 6. *For, fore?* 7. *Incom, incog, incon?* 8. *Inter, intro?* 9. *Magna, magni?* 10. *Miscon, miscom?* 11. *Noncom, noncon?* 12. *Recon, recom, recog?* 13. *Irrecon?* 14. *Uncom, uncon?* 15. *Unrecom, unrecog, unrecon?* 16. How is a syllable preceding a prefix indicated? 17. How may *con, com, cog*, sometimes be expressed otherwise than by the dot? 18. What is said about joining the prefixes? 19. Are word-signs ever used as prefixes?

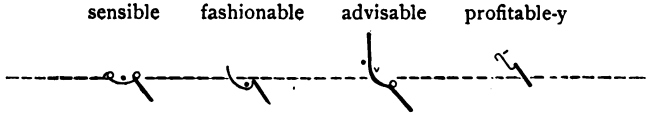
TWENTY-SIXTH LESSON.

AFFIXES.

272. The ease and speed of writing are still further increased by the use of signs to express certain frequently occurring syllables at the end of words.

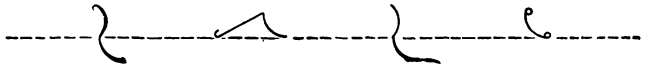
273. *Ble-y* may be expressed by a joined *B*.

sensible fashionable advisable profitable-y



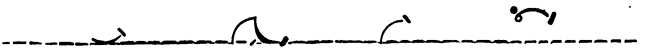
274. *For, fore, far* may be expressed by a joined *F*.

therefore wherefore so-far as-far-as



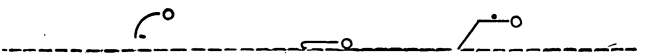
275. *Ingly* may be expressed by a heavy disjoined tick, written in the direction of *B* or *J*.

knowingly lovingly willingly seemingly



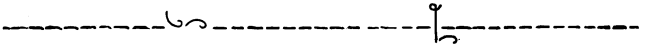
276. *Lessness* may be expressed by *ses*, written at the end of the preceding part of the word.

lawlessness carelessness recklessness



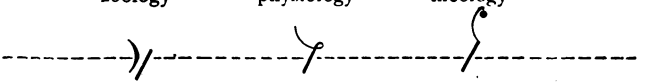
277. *Mental* or *mentality* may be expressed by *Ment* disjoined.

fundamental instrumental-ity



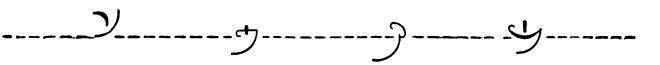
278. *Ology* may be expressed by *J*, joined or disjoined.

zoology physiology theology



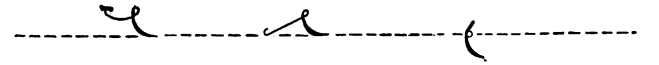
279. *Ship* may be expressed by *Ish*, joined or disjoined.

lordship courtship friendship ownership



280. *Soever* may be expressed by *iss-V.*

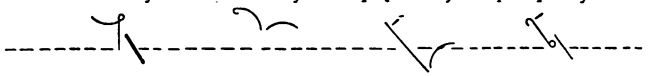
whensoever wheresoever whosoever



(*a*) When convenient, the reporter frequently joins the prefixes and affixes.

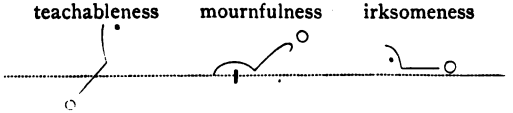
281. The syllables *ality, ility, arity* may be expressed by disjoining the consonant preceding the syllable.

instability formality popularity prosperity



(*a*) *Bleness, fullness, someness* may be expressed by a small circle written at the end of the preceding part of the word.

teachableness mournfulness irksomeness

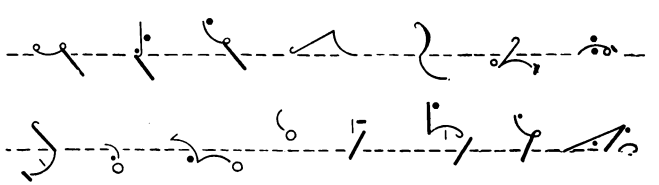


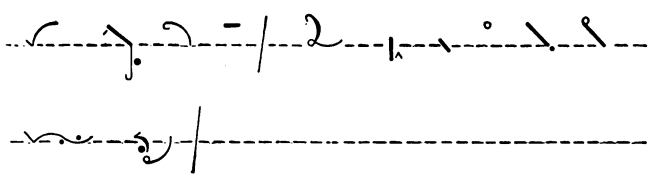
TO THE LEARNER.

282. Take every opportunity to analyze and mentally outline words. Read an article and note what words are word-signs and contractions, at the same time recalling the sign. Do the same with words to be written in full, and learn to do it quickly; of course, the more practice you get in writing the outlines which you form in the mind the sooner you will be able to make practical use of shorthand. Be regular in your study. Do not let a day pass without giving some portion of it to either writing or reading. More will be accomplished by devoting fifteen minutes a day, and as near a certain hour as possible, than by two hours irregular practice as opportunity offers.

283. The following exercise to be read and copied *ten times.*

READING EXERCISE.





284. The following exercise is to be written, corrected, and then rewritten *ten times*.

WRITING EXERCISE.

Insurmountable, accountable, questionableness, skillfulness, faithfulness, wherefore, laughingly, seemingly, groundlessness, thankfulness, monumental, supplemental, fundamental, osteology, phrenology, theology, fellowship, friendship, township, whomsoever, whensoever, frugality, principality, instability.

We-are ready for-the goods ordered of-you several-days ago; therefore, you-will-please forward-them at-once. Through his instrumentality the work was accomplished. They keenly feel-the disgrace into which he-has fallen. He-is a very sensible man and well posted in mineralogy, zoology, and-physiology. To cover present shipment we apply for funds to Thomas Smith, of Albany. We-are glad to hear of-your prosperity, and trust you-will continue to grow in popularity with-the people where you-live. Your order came duly to hand, and-it shall-have our immediate and personal attention. The plausibility of-his popularity in-his own township is altogether probable. Hereafter your-letters shall-have our immediate attention. Study condensation in-your style of composition, and-thus contravene constant criticism.

The following letter is to be practiced until it can be written, from dictation, *four times in five minutes*.

John Smith, Buffalo, N. Y.

DEAR SIR, — I acknowledge-the delay in-the payment of-your account, but I assure you it-is unavoidable, and quite impossible for me to settle at-present, by any means at my command, nor can I-do-so before-the expiration of sixty days, at-least, from date. As your-letter is pressing, may I suggest a negotiable promissory note from me for-that time. If agreeable, please notify me, and at maturity it-will-be honored upon presentation. I remain,

Yours truly,

W. B. NOBLE.

REVIEW QUESTIONS. — TWENTY-SIXTH LESSON.

1. How are the affixes *ble* and *bly* expressed? 2. *For*, *fore*, and *far*? 3. *Ingly*? 4. *Lessness*? 5. *Mental* and *mentality*? 6. *Ology* and *alogy*? 7. *Ship*? 8. *Soever*? 9. How may the syllables *ality*, *ility*, and *arity* be expressed?

TWENTY-SEVENTH LESSON.

OMISSION OF CONSONANTS. — OMISSION OF WORDS.

285. If the directions for study and practice given in the preceding lessons have been faithfully followed you should be able to write any word in the English language, and with the best outline for that word. Rules have been given for the complete consonant expression of words and the full vocalization of the same, and if you have learned them as thoroughly as you ought, you will have no difficulty in writing

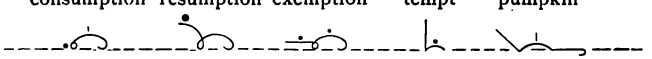
any word in the language. You should be possessed of such a thorough knowledge of the principles and outlines as to make the practice of shorthand writing easy, pleasurable, and useful.

OMISSION OF CONSONANTS.

286. To add somewhat to speed, certain consonants which are scarcely heard in the ordinary pronunciation may be omitted.

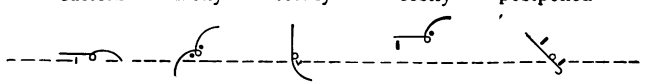
287. *P* in such words as

consumption resumption exemption tempt pumpkin



288. *T* following *s* in such words as

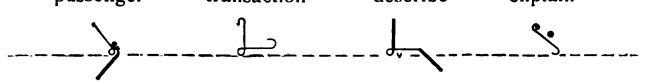
custom lastly testify costly postponed



(*a*) *T* is omitted in the phrase "just as," which is written with the outline *J-ses*.

289. Occasionally a consonant which is distinctly heard may be omitted, providing such omission saves a difficult outline, as *n*, *r*, and *k* in such words as

passenger transaction describe explain

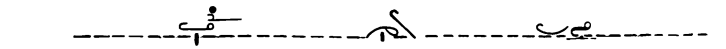


290. The above are only given as examples as to what the advanced writer may do by way of omitting consonants. The reporter may safely omit any consonant that would not endanger legibility.

OMISSION OF WORDS.

291. The phrase *of the* may be implied by writing the word following the phrase close to the word preceding it.

close (of-the) week most (of-the) people one (of-the) greatest

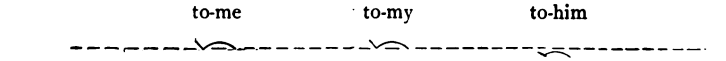


292. *To* may be implied by writing the next word just below the line of writing.

to give to it to do to which to you

(*a*) This position is *never* used to indicate *to* before *me* or *my*. In such cases the *to* must be prefixed to the following *me* or *my*, to distinguish from *to him*.

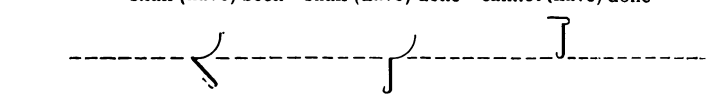
to-me to-my to-him



(*b*) When a word is written below the line to imply *to* it is said to be in the *fourth position*.

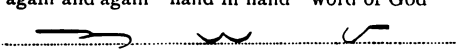
293. *Have* may be omitted when it precedes *been* and *done*.

shall (have) been shall (have) done cannot (have) done

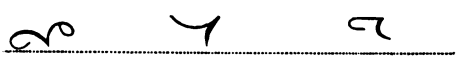


294. The advanced writer may safely omit *any* word that must and naturally will be supplied to complete the sense, as in the following illustrations: —

again and again hand in hand word of God



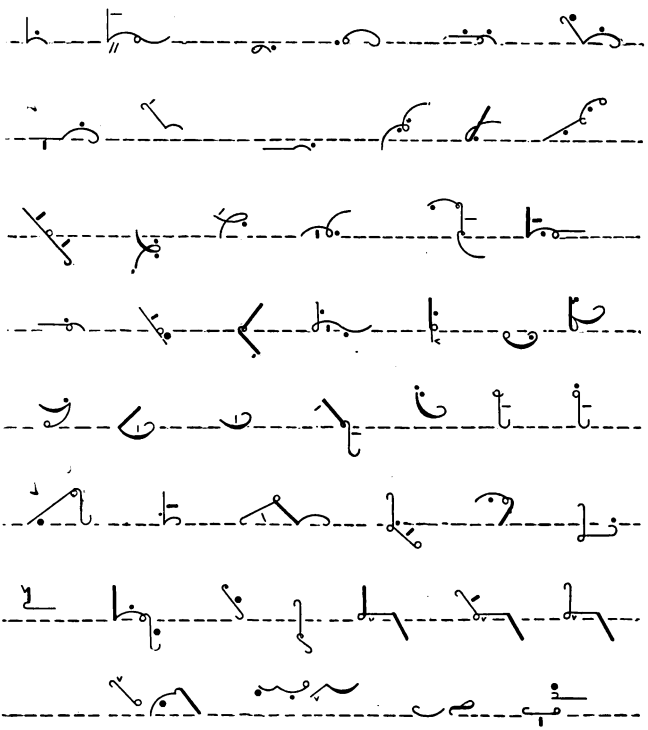
more or less in the world according to that

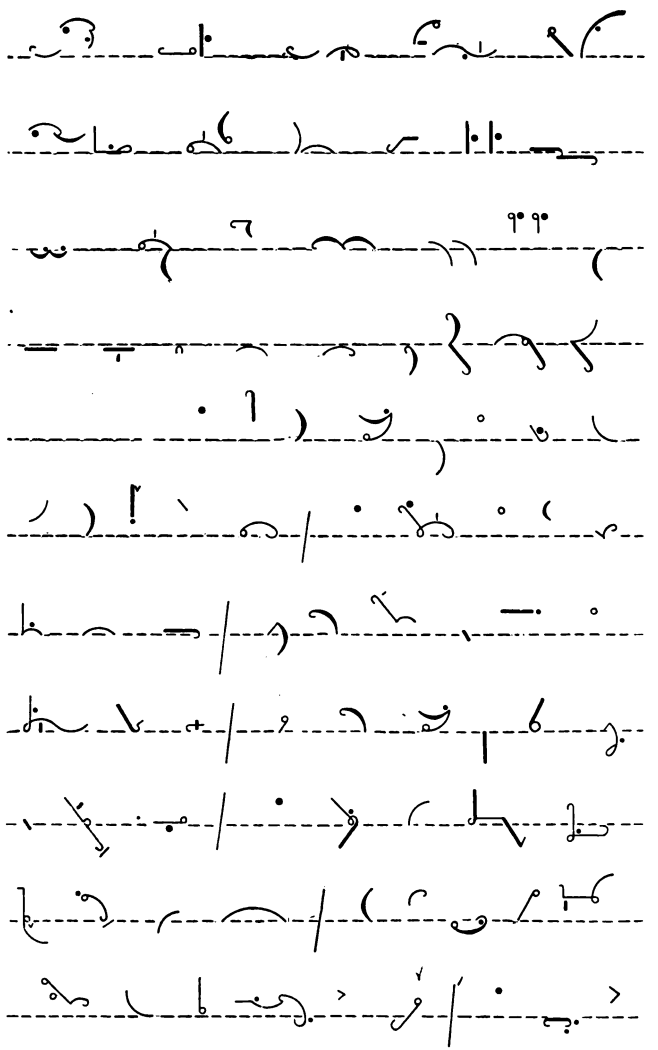


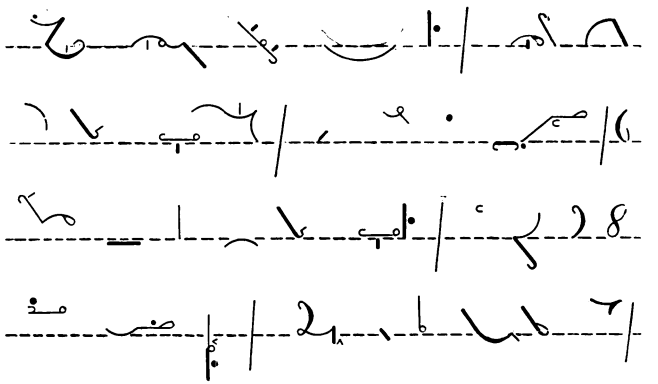
(*a*) The principle of omitting words, however, must not be carried to that point where it would be difficult to decide as to the proper word to be supplied.

295. The following exercise is to be read and copied *ten times*.

READING EXERCISE.







WRITING EXERCISE.

Pumped, camped, limped, cramped, exemption, Sampson, anxiety, function, compunction, distinction, priestly, postmark, postoffice, boastful, contestable, mostly, tasteless, construction, refraction, production, instruction, merchandise, demonstrate, transcend, transfer, transport, transplant, priestcraft, transcribe.

Noise (of-the) engine, close (of-the) day, time (of-the) day, close (of-the) month, (to) advantage, most (of-the) money, many (of) those, to-me, (to) go, (to) him, to-my, place (to) place, city (to) city, house (to) house, will (have) been, more (or) less, over (and) over, shall (have) been, fineness (of-the) fabric.

Write the following sentences; correct, and rewrite until they can be written, from dictation, *three times in seventeen minutes.*

We-cannot sanction such a foolish attempt. The passenger says the destruction (of-the) temple was complete. I-will-call and see-you sometime about-the close (of-the)

week. He-is one (of-the) greatest statesmen in (the) world. We intend (to) give-it our attention at-the earliest possible moment. He-was very anxious (to) receive his exemption papers before-the first (of-the) month. The lady was very anxious to purchase a very costly garment. The conductor gave directions (to-the) messenger to call-the passenger at four o'clock. He said he would describe-the entertainment (to-the) best of-his ability. Please let-us know, sooner (or) later, (to) whom you-refer. There-must-be some mistake about this-matter; still, it-may-be that he-is-right. Every morning and-evening he reads from-the word- (of) God. They went hand (in) hand down towards-the river. He-said he-would send (to) you for-the-money before-the last (of) this week. The farm contains eighty acres, more (or) less. With-that fatal disease, consumption, he sank lower from day (to) day. The passenger and messenger were very anxious (to) learn the truth (of-the) remark concerning-the trip, which is-said (to-have) been a very costly one. (To) whom does-the husbandman owe-the instruction received at-the close (of-the) day? "There-is none better in (the) world," was his remark. Sooner (or) later he-intends (to) give some (of) them considerable money. It-seems (to) me the remark was-not well chosen. The boy had a-watch, but-he could-not-tell-the time (of) day. They-had already promised to-give-you the work as-soon-as your services were needed. He-is anxious to have-you come-up (to-the) city as-soon-as convenient. There-can-be no-doubt about-the truth of-his statement.

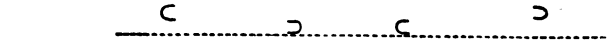
TWENTY-EIGHTH LESSON.

MISCELLANEOUS PRINCIPLES.

296. *Enlarging the brief way and yay.*

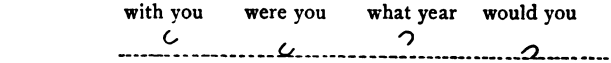
(*a*) A *brief way* word-sign *enlarged* in its natural direction adds to it another *brief way* word-sign (we, with, were, what, would).

we were would we were with what would



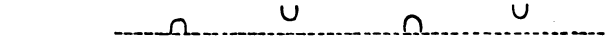
(*b*) Enlarging the *brief way* word-signs *we, with, were* in the direction of *Ray*, and the brief signs *what* and *would* in the direction of *Chay*, adds to the sign enlarged a *brief yay* word-sign (ye, year, yet, beyond, you).

with you were you what year would you



(*c*) Enlarging a *brief yay* word-sign, in its natural direction, adds a *brief way* word-sign.

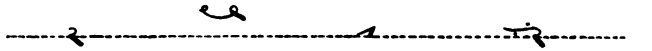
you would ye were you were ye would



(*d*) The context will readily determine what word is to be added by enlarging a sign.

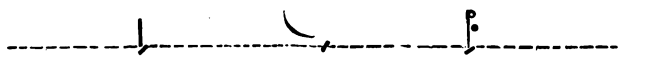
297. *A heavy tick*, written in the direction of *P* or *Chay*, may be joined to a word-sign to represent *their, there, they are.*

would there since their should there can there



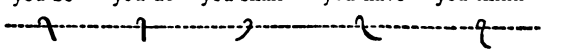
(*a*) A heavy tick may also be used, *disjoined*, at the end of a word, to express *ing* and a following *their* or *there*.

doing their having their staying there



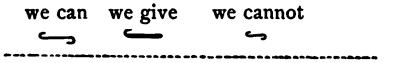
298. When *you* begins a phrase, and is followed by a perpendicular or sloping stroke, it may be joined as a hook, practically an *r*-hook, written on the line; on *Ith* and *V* the hook is turned on the back of the curve.

you be you do you shall you have you think



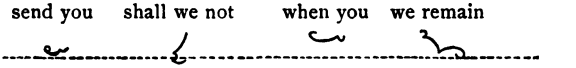
299. In phrase-writing, the *l*-hook on *K* and *Gay* may represent *we*.

we can we give we cannot



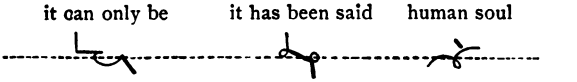
300. The brief sign for *we* and *you* when written in a phrase may, if more convenient, be reversed.

send you shall we not when you we remain



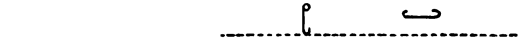
301. The initial or final hook of a word-sign may sometimes be omitted, provided the writing of the hook would prevent the formation of a desirable phrase sign.

it can only be it has been said human soul



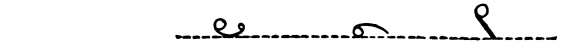
302. *Forth* may be represented by the *f*-hook written to a full-length straight stroke.

set forth call forth



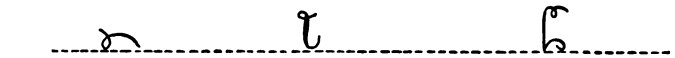
303. A circle word-sign may be prefixed to a word-sign beginning with a circle by enlarging the circle.

as soon as has some his subject



304. *In* may be represented by an *in*-hook.

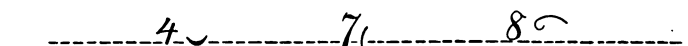
in some in consideration in settlement



(*a*) The *in*-hook, whether used for the syllable *in, en, un,* or the preposition *in,* is written in the position of the word to which it is joined.

305. In expressing round numbers, *hundreds, thousands, millions,* use the shorthand sign.

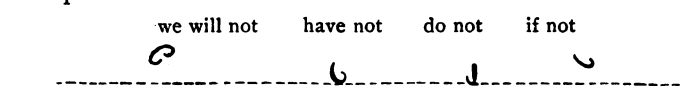
four hundred seven thousand eight million



306. If it is found necessary to distinguish words containing the same consonants, it may be done by difference of outline, difference of position, or by inserting the accented vowel. The latter method is preferable.

307. *Not* is frequently indicated by the half-length principle and the *n*-hook.

we will not have not do not if not



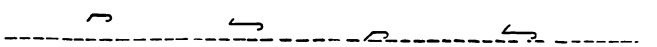
308. For the full consonantal expression of a word it will be found necessary, occasionally, to disjoin a syllable, but the same must be written near the remainder of the word.

critic Stoneman non-payment

309. The following rules for *I, he,* and *you,* in phrase writing, is made necessary for the reason that all writers are not careful to make sufficient distinction between the full and half-length strokes.

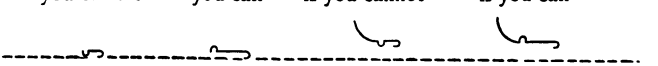
(*a*) Strike the tick *upward* for *I* and *he* on *cannot; downward* on *can.*

I cannot I can he cannot he can



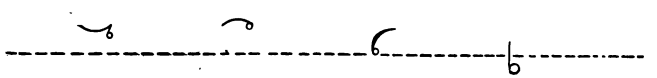
(*b*) *Invert* the word-sign for *you* when joined to *cannot;* when joined to *can* it retains its original sign, *opening downward.*

you cannot you can if you cannot if you can



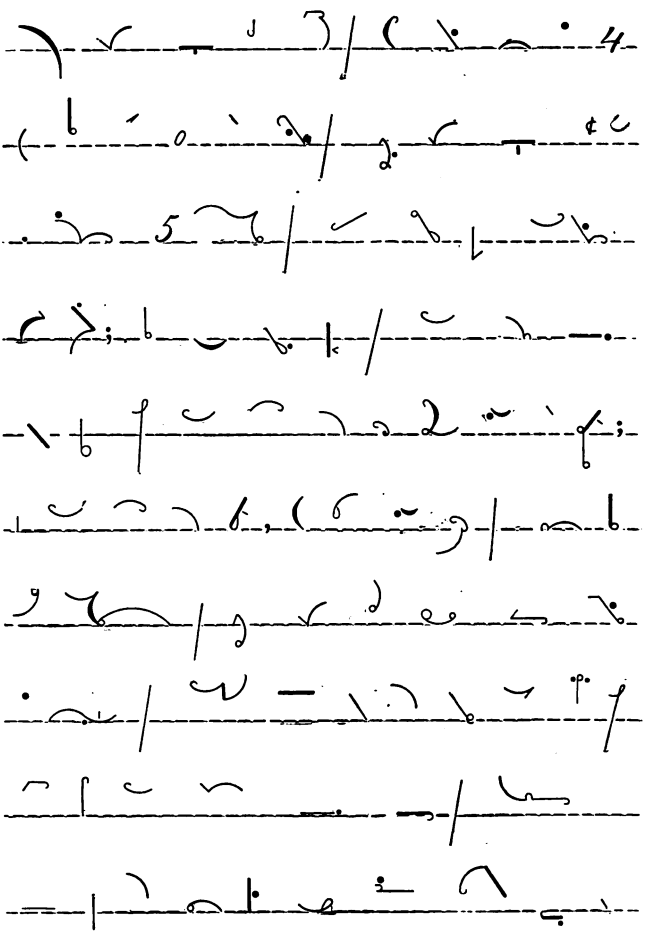
310. *Iss* may be used in phrase writing to represent *house;* if the word ends with *is,* enlarge the circle.

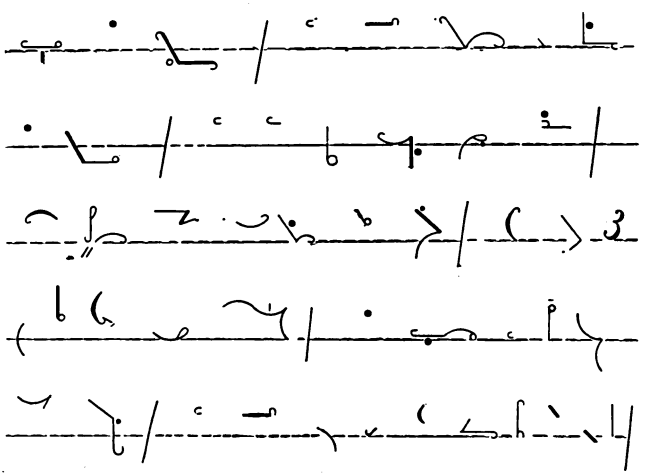
in the house my house your house at his house



311. The following exercise is to be read and copied *ten times.*

READING EXERCISE.





TO THE LEARNER.

312. Write the following exercise in your best possible shorthand, as regards principles, size of writing, and spacing between words and phrases; *do your very best.* It should then be handed to a competent teacher for correction, after which write it again, noting corrections, then copy it slowly and carefully many times, — twenty-five or more. In this way you will become familiar with brief and suggestive outlines, and will be prepared to write the article from dictation, which you should do until it can be written *four times in seven minutes.* The method of practice here suggested — having correct copy and then writing the same many times, copying it carefully, after which writing from dictation — should be followed in the writing of all articles in your future practice.

WRITING EXERCISE.

Letter-Writing gives Intellectual Culture. — Letter-writing is one (of-the) most practical and interesting exercises in English composition, — one that-is suitable for-persons of-all grades, from-the child just learning to-write (to-the) man of highest attainments. It affords exercise in-spelling, grammar, diction, invention, in short, in-all-the elements of composition, and gives ease, grace, and-vivacity of style. Many who-have become distinguished in-other kinds of-writing have acquired much of-their power and fluency of expression by-their practice of-writing letters; and some who-are recognized as standard authors would long-ago have been forgotten but for-their admirable correspondence.

The following sentences are to be practiced until they can be neatly and correctly written, from dictation, *in three minutes.*

It-would be much better if they-would come some-other day. We-were with-you early in-the winter. What-would you-have us do with-the money? You-may come as-soon-as you-can get-ready. The goods I ordered last Wednesday have-not yet come to-hand. I-was very-much pleased with-the contents of-your-letter. Men spoke long before they wrote, because speech was-easy. You-were kind and considerate of-the messenger who came with-you. Until-their case is disposed of, nothing can-be-done for-him. By-their-own statement they-would have succeeded had-he been-there as promised. They-will be down-there on or before Saturday of next week. It-was at-their-own suggestion we-were there on-the first day of-the month. Until they-are of-the same opinion concerning-the matter to-which I-refer, it-will-be to-their interest to remain at home. With-

their permission you-may take-the book from-the library and keep it until-their return.

The following letter is to be practiced until it can be written, from dictation, *in one minute.*

Your-favor, with price-list, received. I-am unable, at-present, to-go to New York for-the selection of-my stock, and believe it unnecessary, as I-am-willing to-leave-the selection to-yourselves. I enclose order, to-which you-will-please give-your earliest attention and-forward with as-little delay as possible, as per shipping directions attached. Send only choice goods, and draw at-pleasure, deducting-the usual discounts. I-beg to-refer-you to-Messrs. Moses & King.

REVIEW QUESTIONS. — TWENTY-EIGHTH LESSON.

1. Enlarging a *brief way* word-sign adds what? 2. Enlarging a *brief way* word-sign in the direction of *Chay* or *Ray* adds what? 3. Enlarging a *brief yay* word-sign adds what? 4. What may be added by a *heavy tick* at the end of a word? 5. Disjoined, what? 6. When *you* begins a phrase, how may it be written to a perpendicular or sloping stroke? 7. In phrase-writing, how may *we* be expressed on *K* and *Gay?* 8. When may the word-signs *you* and *we* be inverted? 9. When may an initial or final hook be omitted? 10. How may *forth* sometimes be expressed? 11. How is a circle word-sign prefixed to a word beginning with a circle? 12. What is said about the *in*-hook? 13. How are round numbers expressed? 14. How may words containing the same consonants be distinguished? 15. How is *not* frequently expressed? 16. When is it allowable to disjoin the parts of a word? 17. How is the tick for *I* and *he* written when joined to *cannot?* 18. When joined to *can*, how? 19. How is *you* written when joined to cannot? 20. How may *house* sometimes be expressed?

TWENTY-NINTH LESSON.

PHRASE WRITING.

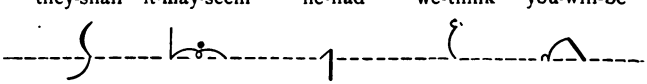
313. Shorthand writers are not agreed as to the extent to which phrase writing can be profitably carried. Some phrase but little, others a great deal; and, as skilled reporters can be found among the advocates of each method, one is in doubt which to pursue. As three words can be written together as quickly as two can be written separately, it is evident that phrase writing adds to speed; but it must be done in accordance with well-defined rules.

It should be understood that words are joined, not because it is convenient to join them, but because they belong together in a phrase or clause. The following rules present the whole theory so far as it refers to the proper joining of words, and the learner should thoroughly familiarize the same.

314. RULES FOR PHRASE WRITING.

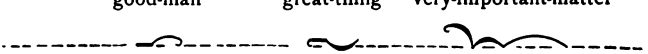
I. The pronoun is usually joined to a following verb.

they-shall it-may-seem he-had we-think you-will-be



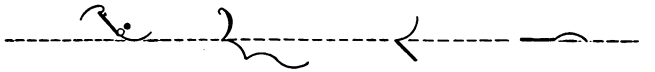
II. Words that modify, limit, or describe are usually joined to the words modified, defined, or limited.

good-man great-thing very-important-matter



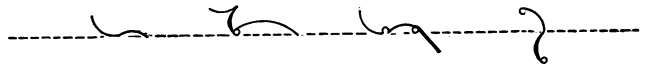
III. Verbs are usually joined to one or more words following.

will-not-be-seen there-are-many shall-be gave-him



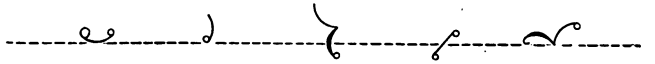
IV. The preposition is usually joined to one or more words following.

for-him in-this-matter for-you-must-be from-this



V. Conjunctions and adverbs are frequently joined to a following word.

as-soon-as so-as if-this as-much-as more-or-less



315. In the application of the above rules to phrase writing, the learner must have regard to the following cautions.

(*a*) Do not join words which are not united in a phrase or clause.

(*b*) Do not use phrase-signs that extend too far above or too far below the line.

(*c*) Do not form phrase-signs that are difficult to join.

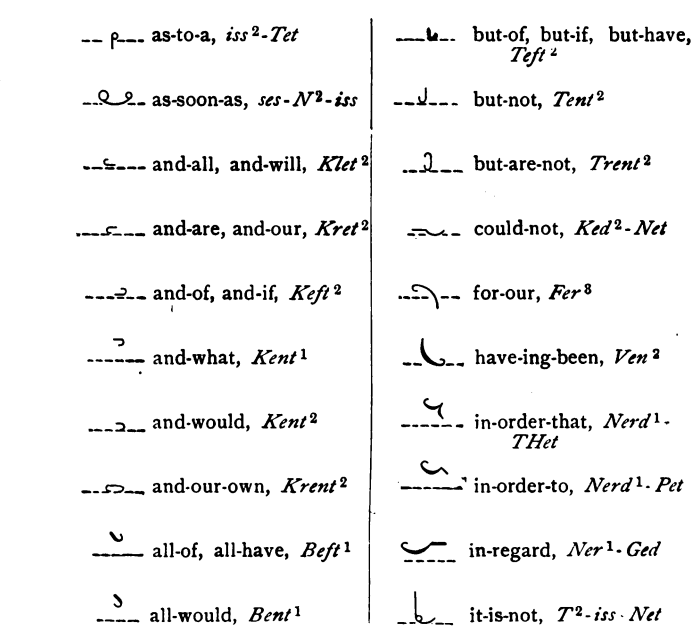
(*d*) Do not form a phrase-sign of inconvenient length, even though it should come under the rules of joining words; it would be better to divide such into convenient parts.

316. There should be no straining after phrase forms, and those words only should be joined which naturally belong together according to the rules given above. Whether you phrase much or little will depend upon your mental characteristics and the amount of practice you give to phrase writing; for, in order to make it advantageous

and profitable, there must be much actual writing. Reading and study of phrase forms is necessary, but the writing of the same is *absolutely* necessary. If, after faithful attempts, you find phrase writing does not increase your speed, then discard it at once, and write the majority of the words separately; on the other hand, if you find it does materially increase your speed and the legibility of your notes, then cultivate it, confining your attempts, however, within the limit of the rules given for joining words.

317. The following list of phrase-signs must be written again and again; they must be as thoroughly familiarized as simple word-signs.

PHRASE-SIGNS.—SECOND LIST.



let-there, *Layther*[2]

of-me, of-my, *Pet*[1]-*M*

 of-him, *Pet*[1] *M*[2]

of-their, *Vether*[1], or *Pet*-*Jet*[1]

of-all, *Plet*[1]

 of-our, *Pret*[1]

 of-what, *Pent*[1]

 of-our-own, *Prent*[1]

 or-of, or-if, or-have, *Teft*[1]

 or-not, *Tent*[1]

 ought-to-have, *Jeft*[1]

on-all, *Jelt*[1]

 on-our, *Jert*[1]

 of-course, *Pet*[1]-*Ker*-*iss*

on-account-of, *Chet*[1]-*Kent*-*Pet*

 on-the-contrary, *Chet*[1]-*Ter*-*Ray*

should-have, *Cheft*[2]

 to-me, to-my, *Pet*[2]-*M*[2]

 to-him, *M*[4]

 to-a, *Tet*[4]

 to-the, *Pet*[4]

 to-all, *Plet*[2]

 to-our, *Pret*[2]

 to-ours, *Pret*[2]-*iss*

 to-ourselves, *Pret*[2]-*ses*

to-have, *Peft*[2]

to-what, *Pent*[2]

to-what-is, has, *Pents*[2]

that-is, as, has, *THet*[1]-*iss*

who-will, *Jelt*[2]

who-are, *Jert*[2]

 who-of, who-have, *Jeft*[2]

 you-must-not, *yuh*-*M*[2]-*iss*-*Net*

 you-may-not, *yuh*-*Ment*[2]

PRIMITIVES AND DERIVATIVES.

318. The fault with many text-books has been to consider each part of a word as an independent word, and write it with the outline that appears to be the easiest written, without regard to its connection with any other word with which it may be related.

Great help will be derived by considering all words as either primitive or derivative. Write the primitive word in the most natural way, and then add or prefix, as the case may be, the other consonant or consonants; joining them if convenient; if not, disjoin them.

Extended remarks in the same line as the above may be found under "Syllabication," by Prof. Bates Torrey.

THE PAST TENSE.

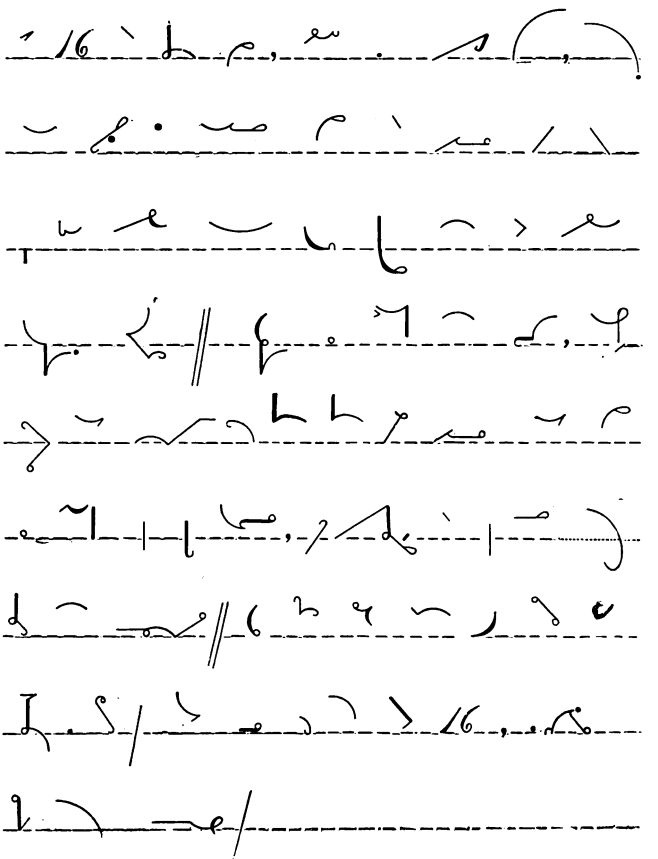
319. If a verb ends with a full-length stroke, the past tense may be indicated by making the stroke half length; if it ends with a half-length stroke, add, or disjoin if necessary, the stroke *D*; if it ends with the *iss*-circle, make the circle into a small loop.

TO THE LEARNER.

320. You are now familiar, if you have done your work faithfully, with the principles of that system of shorthand by which the fastest writing has been done, — a system which is not excelled for its legibility, and one which has answered all the demands made upon it in technical, law, and general reporting. There remains to be learned an additional number of word-signs and contractions, but no new principles are presented. You should now apply yourself to the task

of learning the signs in the next lesson, and faithfully practice the exercises that follow.

321. Read and write the following letter *ten times*. In comparing it with the printed copy, carefully note the abbreviated form of some of the words.



On the 16th of December last I sent you an urgent letter ordering in haste the enclosed list of articles, which up to date I have not received; neither have you advised me of the reason for delaying shipment.

This delay has annoyed me greatly, necessitating the purchase in the market from time to time of such articles in the list as I needed, at advanced figures, which were redisposed of at cost rather than disappoint my customers.

This treatment is not that of my usual experience with you, and I desire an explanation. If the goods are not here by the 16th, you will please consider the order cancelled.

THIRTIETH LESSON.

REPORTING WORD-SIGNS.

322. The reporting list of word-signs and contractions is very materially abbreviated compared with the list in Graham's Handbook, a list which is truly appalling to the most persevering student. Many of the words in the Handbook are only unvocalized outlines, and hundreds of the contractions are seldom used, not often enough to make it a profitable investment of the time and labor necessary to commit them to memory; it is better to write the words in full, or abbreviate them, than to burden the memory with so many signs. The following lists, however, must be committed to memory, as they are among the most frequently occurring words in the English language, and such as are used in all kinds of reporting.

A

able to, *Blet*[2]

able to have, *Blef*[2]

accept-ed-ation, *iss-Pet*[3]

acceptable, *iss-Pet*[3]*-Bel*

accuracy, *Ker*[3]

accurate-ness, *Kret*[3]

addition-al, *D*[3]*-shon*

advance-d, *Def*[3]

affect-ed, *F*[3]

effect-ed, *F*[2]*-K*

affection-ate, *F*[3] *shon*

ago, *Gay*[2]

ah, *Hay*[3]

angel. *Jel*[2]

A

archangel, *R*[2]*-Jel*

angelic, *Jel*[2]*-K*

annual, *Nel*[3]

another one, *Enthern*[2]

no other one, *Enthern*[3]

any one, *Nen*[1]

any other, *Enther*[1]

any other one, *Enthern*[1]

appear, *Per*[1]

appearance, *Prens*[1]

appeared, *Pret*[1]

appears, *Per*[1]*-iss*

appliance, *Plens*[3]

applicable-ility, *Pel*[3]*-K*

A

applicant, *Plent*[3]

application, *Pel*[3]*-shon*

applied, *Plet*[3]

apply, *Pel*[3]

apprehend, *Prend*[3]

apprehended, *Prend*[3]*-D*

apprehensible-ility, *Prens*[3]

apprehension, *Pren*[3]

apprehensive, *Pren*[3]

approval, approve, *Pref*[3]

are of, are to have, *Ref*[2]

arrive-al, *Ref*[1]

arrived, *Reft*[1]

as it had, *iss-Ted*[3]

A

as it ought, *iss-Tet*[1]

as it were, *iss*[2]*-Ter*

as it would, *iss-Ted*[3]

as little, *iss-Let*[1]

as long, *iss-Ing*[3]

as soon, *ses-N*[2]

as thr, *Zether*[3]

as to it, *iss*[2]*-T*

as to, *iss-Pet*[2]

as to the, *iss-Pet*[3]

as to their, *iss-Tether*[2]

assistant, *S*[2]*-iss-Tent*

assist-ed-ance, *S*[2]*-steh*

assurance, *Sher*[2]*-N-iss*

A

assure, *Sher*[2]

 assured, *Sherd*[2]

at first, *T*[3]*-steh*

at length, *Tlen*[3]

 at one, *Ten*[3]

at once, *Tens*[3]

at our, *Ter*[3]

 at our own, *Tren*[3]

at it, *Tet*[3]

attain, *Ten*[3]

attainable, *Ten*[3]*-B*

 attained, *Tend*[3]

attainment, *T*[3]*-Ment*

 authority, *Thret*[1]

A

averse, *Ver*[3]*-iss*

 aversion, *Ver*[3]*-shon*

avert-ed, *Vert*[3]

avocation, *V*[3]*-shon*

 avoid-ed-ance, *Ved*[1]

aware of, *Werf*[3]

awe of, *Deft*[1]

B

 be it, *Bet*[2]

 beauty, *Bet*[2]

 been thr, *Ben*[2]*-Jet*

 before it, *Beft*[2]

 behind, *Bend*[1]

beheld, behold, *Beld*[2]

B

belief, *Blef*[2]

believe-d, *Bel*[2]

believer, *Blef*[2]-*Ray*

belong-ed, *Bel*[1]

body, *Bed*[1], vocalized

bounty-iful, *Bend*[3]

brethren, *Bren*[3]

brother-hood, *Ber*[3]

build-ing, built, *Blet*[1]

but it, *Tet*[2]-*T*

by all, *Bel*[1]

by it, *Bet*[1]

by our, *Ber*[1]

by what, *Bet*[1]

C

calculate-ed-ation, *Kel*[3]-*K*

can thr, *Ken*[2]-*Bet*

certain-ty, *iss-Ret*[2]

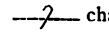
cessation, *S*[2]-*iss*-*eshon*

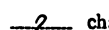
chair, *Cher*[2]

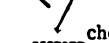
chargeable, *Chay*[3]-*Bel*

changeable, *Chay*[2] *Bel*

charity, *Chert*[3]


charitable, *Chert*[3]-*Bel*


cheer, *Cher*[1]


cheered, *Chert*[1]

cheerful-ness, *Cherf*[1]

child, *Cheld*[1]

children, *Chel*[2]

C

christian-ity, *Kren*[1]

christians, *Krens*[1]

circumstance, *iss-Tens*[3]

circumstantial, *iss-Ten*[3]

citizen, *iss-T*[1]

clear-ed-ness, *Kler*[1]

clerk, *Kler*[2]

color-ed, *Kler*[2]

combined, *Bend*[1]

commence, *N*[2]*-iss*

commenced, *N*[2]*-steh*

commences, *N*[2]*-ses*

commencement, *N*[2] *iss*

commencements, *N*[2]*-ses*

C

commonest, *K*[1]*-steh*

complete, *Plet*[1]

completely, *Plet*[1]*-Lay*

completion, *Pel*[1]*-shon*

compliance, *Plens*[1]

compliant, *Plent*[1]

complied, *Plet*[1]

comply, *Pel*[1]

comprehend, *Prend*[2]

comprehended, *Prend*[2]*-D*

comprehensible, *Prens*[2]

comprehension-sive, *Pren*[2]

concern, *iss-Arn*[2]

concerned, *iss-Arnd*[2]

C

conclude, *Klet*[3]

concluded, *Klet*[3]

conclusion, *Kel*[3]*-shon*

conclusive, *Kel*[3]*-iss*

condition-al, *D-shon*[2]

consequence, *iss-Kens*[1]

consequent, *iss-Kent*[1]

consequential, *iss-Ken*[1]

consider-able, *iss-Der*[2]

considerate, *iss-Dret*[1]

consideration, *iss-Der*[2]*-shon*

consist, *ses-T*[1]

consisted, *ses-Ted*[1]

consistence, *ses-Tens*[1]

C

consistent, *ses-Tent*[1]

constant, *iss-Tent*[1]

constituent, *steh-Tent*[1]

constitute-ed, *steh-Tet*[1]

constitution-al, *steh-T*[2]*-shon*

constitutive, *steh-T*[2] *tive*

construct-ed, *iss-Ter*[2]

construction, *iss-Ter*[2]*-shon*

in construction, *in-iss-Ter*[2]*-shon*

constructive, *iss-Tref*[2]

consume, *iss-M*[3]

consumed, *iss-Med*[3]

consumption, *iss-M*[2]*-shon*

contain, *Ten*[1]

C

contained, *Tend*[1]

cóntract, *Ter*[2]*-Ket*

contráct, *Ter*[2]

 contraction, *Ter*[2]*-shon*

contrive, *Tref*[1]

 contrived, *Treft*[1]

control-led, *Trel*[2]

 conversation, *Ver*[2]*-iss-eshon*

conversion, *Ver*[1]*-shon*

 convert-ed, *Vert*[1]

 correct-ed, *Ker*[1]

 correction, *Ker*[1]*-shon*

 corrective, *Kref*[1]

 corrects, *Ker-iss*[1]

C

 could thr, *Ked*[2]*-Jet*

 country, *K*[1]

 countryman, *Ken*[3]

 countrymen, *Ken*[2]

 county, *Kent*[2]

course, *Ker*[2]*-iss*

court, *Kret*[2]

cover-ed, *Kef*[2]

 creation, *Ker-shon*[2]

 creative, *Ker-tiv*[2]

 creature, *Kret*[1]

cure, *Ker*[3]

 cured, *Kred*[3]

cures, curious, *Ker*[3]*-iss*

D

danger, *Jer* 2

endanger, *N-Jer* 2

dangers-ous, *Jer* 2 *iss*

dark, *Der* 3

darken-ed, *Dren* 3

defendant, *D* 2

defense, defensive, *Def* 2

degree, *Ger* 1

degreed, *Gred* 1

delight-ed, *Dlet* 1

delinquent, delinquency, *Dlen* 1

delinquents-cies, *Dlens* 1

deliver-ed, *Del* 2

deliverance, *Dlens* 2

D

delivery, *Del* 2

denominate-d, *Den* 1

denomination, *Den* 1

deride-d, *Dred* 1

derision, *Der* 1-*shon*

derive, *Dref* 1

derived, *Dreft* 1

describe-d, *iss-Ker* 1

description, *iss-Ker* 1-*shon*

descriptive, *iss-Ker* 1-*tive*

did, *Ded* 1

direct-ed, *Der* 2

direction, *Der* 2-*shon*

directness, *Drens* 2

D

director, *Der*[2]-*Ter*

directory, *Der*[2]-*Ket*

discharge, *D*[2]-*iss*-*Chay*

distinct-ion, *D*[2]-*steh*

distinctive, *D*[2]-*steh*-*V*

distinguish-ed, *D*[2]-*steh*-*Ing*

distinguishable, *D*[2]-*steh*-*Ing*-*B*

divine-ity, *Def*[1]

doctor, *Der*[1]

done thr, *Den*[2] *Jet*

down thr, *Den*[3]-*Jet*

dread-ed, *Dred*[2]

duration, *Der*[3]-*shon*

during it, *Dret*[3]

E

each are, *Cher*[1]

each one, *Chen*[1]

each will, *Chel*[1]

east, *Est*[1]

eastern, *Estern*[1]

eh, *Hay*[2]

England, *Ingend*[1]

English, *Ing*[1]

evening, *Ven*[1]

every one, *Vren*[2]

evident, evidence, *Ved*[2]

exact-ed, *iss*-*Ket*[3]

exaction, *iss*-*K*[3]-*shon*

exactness, *iss Ket*[3]

E

exaggerate-d, *iss-Jert*[2]

exaggeratory, *iss-Jert*[2]-*Ray*

exaggeration, *iss-Jer*[2]-*shon*

examine-ation, *iss-Men*[2]

cross-examine-ation, *Ker*[2]-*iss-Men*

examined, *iss-Mend*[2]

cross-examined, *Ker*[2]. *iss-Mend*

example, *iss-Emp*[3]

exasperate-ed-ion, *ses-P*[3]

except-ed, *iss-Pet*[2]

exception-al, *iss-P*[2]. *shon*

exceptionable, *iss-P*[2]-*shon-B*

exclude, *iss-Klet*[2]

excluded, *iss-Klet*[2]-*D*

E

exclusive-ness, *iss-Kel*[2]-*iss*

exclusion, *iss-Kel*[2]-*shon*

excuse-able, *iss-K*[3]-*iss*

exhibit-ed, *iss-Bet*[1]

exhibition, *iss-B*[1]-*shon*

exist, *ses-T*[2]

existed, *ses-Ted*[2]

existence, *ses-Tens*[2]

existent, *ses-Tent*[2]

expect-ed, *iss-P*[2]

unexpect-ed, *N-iss-P*[2]

expectation, *iss-P*[2]-*shon*

expend-iture, *iss-Pent*[2]

expended, *iss-Pent*[2]-*D*

E

expense, *iss Pens*[2]

expensive, *iss-Pen*[2]

experience, *iss Prens*[2]

inexperience, *in-iss-Prens*[2]

experienced, *iss-Prenst*[2]

explain-ation, *iss-Plen*[2]

explainable, *iss-Plen*[2]*-B*

explanatory, *iss-Plen*[2]*-Ray*

 explained, *iss-Plend*[2]

explicit-ness, *iss-Pels*[1]

exploration, explore-d, *iss-Pler*[2]

expressed, *iss-Per*[2]*-steh*

express-ive, *iss-Per*[2]*-iss*

expression, *iss-Per*[2]*-shon*

E

extend, *iss-Tend*[2]

extended, *iss-Tend*[2]*-D*

extension-sive, *iss-Ten*[2]

extent, *iss-Tent*[2]

extravagant-ce, *iss-Tref*[3]

extreme, *iss-Ter*[2]

extremity, *iss-Ter*[2]*-T*

F

fact, *F*[2]

fail, *Fel*[2]

 failed, *Flet*[2]

failure, *Fler*[2]

fall, *Fel*[1]

fallen, fall in, *Flen*[1]

F

false, *Fel*[1]*-iss*

family, *Mel*[3]

fashion, *F*[2]*-shon*

fashionable, *F*[2]*-shon-B*

fault-y, *Flet*[1]

favor-ed, *Ver*[3]

favorable, *Ver*[3]*-B*

favorite, *F*[2]*-Vert*

feature, *Fet*[1]

feel, *Fel*[1]

feeler, *Fel*[1]*-R*

feel it, *Flet*[1]

felt, *Flet*[2]

fell, fellow, *Fel*[2]

F

fill, *Fel*[1]

filled, *Flet*[1]

follow-ing, *Fel*[1]

fiction, *F*[1] *shon*

followed, *Flet*[1]

follower, *Fler*[1]

tool, *Fel*[3]

footstep, *Fel*[3]*-steh*

for all, *Fel*[2]

for all are-our, *Fler*[2]

for all had, *Flet*[3]

for one, *Fen*[2]

for our, *Fer*[3]

for what, *Fet*[1]

F

form-ed, *Fer* 1

conform-ed, *con dot Fer* 1

conformable, *Fer* 1 - *B*

deform-ed-ity, *D* 1 - *Fer*

inform-ed, *N* 1 - *Fer*

perform-ed-ance, *Per* 2 - *Fer*

reform-ed, *Ray* 1 - *Fer*

transform-ed, *Ter* 2 - *iss* - *Fer*

uniform-ity, *N* - *Fer* 3

formal-ity, *Fer* 1 - *Lay*

formation, *Fer* 1 - *shon*

former-ly, *Fer* 1 - *R*

found-ed, foundation, *Fend* 3

fraction, *Fer* 2 - *shon*

F

free, *Fer* 1

freedom, *Fred* 1 - *M*

freely, *Fer* 1 - *Lay*

frequency, *Fren* 1

frequent, *Frent* 1

from all, *Frel* 2

fuller, *Fler* 2

from one, *Fren* 2

from what, *Fret* 2

from it, *Fer* 2 - *Met*

fruition, *Fer* 3 - *shon*

furnish-ed, *Fren* 2

furniture, *Fren* 2

future, *Fet* 3

G

gave it, *Geft*[2]

generalize-ed, *Jens*[2]

 generalization, *Jens*[2] *eshon*

generation, *J*[2]*-shon*

degeneration, *D*[2]*-J-shon*

 regeneration, *Ray*[2]*-J-shon*

 glorious, *Gel*[2]*-iss*

 glory, *Gel*[2]

go, *Gay*[2]

govern-ed-ment, *Gef*[2]

 governor, *Gef*[2]*-Ray*

 grand-eur, *Grend*[3]

 guilt-y, *Gelt*[1]

H

 had it, *Det*[3]

 half, *F*[3]

 halve, *V*[3]

halved, *Ved*[3]

happy, *P*[3]

 happiest, *P*[3]*-steh*

 happiness, *Pens*[3]

has thr, *Zether*[3]

have-ing-been, *Ven*[2]

have-had, *Ved*[3]

have not, *Vent*[2]

 hereafter, *Reft*[2]

 hesitate-ed, hesitation, *Zet*[2]

 holier, *Hay*[3]*-Ray*

H

heretofore, *Ret*[2]-*F*

hereinafter, *Arn*[1]-*Fet*

hereinto, *R*[1]-*N*-*T*

 homely, *M*[3]-*Lay*

hopeful-ness, hope to have, *Pef*[8]

I

idle-ness, *Del*[1]

if all are, if all our, *Fler*[1]

 if one, *Fen*[1]

 if our, *Fer*[1]

 ignorance, *Nerns*[1]

 ignorant, *Nernt*[1]

 imaginable, *Jen*[3]-*B*

unimaginable, *N*-*J*[8]-*Bel*

I

imagine-ary-ation, *Jen*[8]

imaginative, *J*[8]-*tive*

unimaginative, *N*-*J*[8]-*tive*

imagined, *Jend*[8]

 unimagined, *N*-*Jend*[8]

immoral-ity, *Merl*[1]

immortal-ity, *Mert*[1]

immortalize, *Mert*[1]-*Lay*-*iss*

 impassioned, *Emp*[8]-*shond*

impassionate, *Emp*-*Ish*[8]

 impatience, *Emp*[2]-*shons*

 impatient, *Emp*[2]-*shont*

 in all, *Nel*[1]

in consideration, *ins*-*Der*[2]-*shon*

I

information, *N*[1]-*shon*

in it, *Net*[1]

in one, *Nen*[1]

in our, *Ner*[1]

in what, *Net*[1]

inconsiderable, *in-iss-Der*[2]-*Bel*

inconsiderate, *in-iss-Dret*[1]

inform-ed-ant, *N*[1]-*Fer*

inscribe-ed, *in-iss-Ker*[1]

inscription, *in-iss-Ker*[1]-*shon*

insecure, *in-iss-Ker*[8]

insecurity, *in iss Kret*[8]

instant, *N*[1]-*steh*

instruct-ed, *in-iss-Ter*[2]

I

instruction, *in-iss-Ter*[2]-*shon*

instructive, *in-iss-Tref*[2]

instructor, *in-iss-Ter*[2]-*Ter*

intercession, *Net*[2]-*iss-eshon*

irrational-ity, *Ray*[1]-*shon*

is said, *ses-D*[2]

is said to have, *ses-Def*[2]

issue, *Ish*[3]

issued, *Ish*[3]-*D*

it had, *Tet*[3]

it had not, *Tent*[3]

it not, *Tent*[1]

it ought, *Tet*[1]

it ought not, *Tent*[1]

I

it ought to have, *Tef*[1]

 it ought to have had, *Teft*[1]

 it were, *Ter*[3]

it will have, *Tief*[2]

 it would, *Ted*[3]

 it would have, *Tef*[3]

 it would have had, *Teft*[3]

 it would not, *Tent*[3]

J

 Jove, *Jef*[2]

 junior, jury, *Jer*[3]

 just as, *J*[2]*-ses*

 just-ice, *J*[2]*-steh*

 justification, *J*[2]*-iss-eshon*

L

 large, *J*[3]

 enlarge, *N·J*[3]

 enlarged, *N*[3]*·Jed*

 larger, *Jer*[3]

 largest, *J*[3]*-steh*

length, *Ing*[3]

lengthen, *Ingen*[3]

 lengthened, *Ingened*[3]

lengthy, *Ing*[3]*·Ith*

let there, *Layther*[2]

 little, *Let*[1]

 longer, *Inger*[3]

M

may be, *Emb*[2]

M

may have been, *Emben* 2

 mental-ity, *Ment* 2

mention, *M* 2-*shon*

 mentioned, *M* 2-*shond*

mercy-iful, *Mer* 2

 might thr, *Emther* 1

might-y, *Met* 1

million-th, *Mel* 1

 moral-ity, *Merl* 2

mortal-ity, *Mert* 2

 movement, *Ment* 3

N

nearly, *Nerl* 1

necessary, *N* 2-*ses*

N

 next, *N* 2-*steh*

 no less, *Nel* 2-*iss*

none, known, *Nen* 2

 no one, *Nen* 3

no other, *Enther* 3

 another, *Enther* 2

another one, *Enthern* 2

 no other one, *Enthern* 3

O

 obligation, *Bel* 2-*shon*

occur, *Ker* 2

 occurred, *Kred* 2

occurrence, *Krens* 2

 occurs, *Ker* 2-*iss*

O

on either hand, *THrend*[1]

on the other hand, *THrend*[2]

on one hand, *Wenend*[2]

only, *Nel*[2]

only as, *Nel*[2]*-iss*

unless, *Nel*[1]*-iss*

opposition, *P*[1]*-iss-eshon*

oppression, *Per*[1]*-shon*

order, *Arder*[1]

ordinary, *Ard*[1]

extraordinary, *iss-Ter*[2]*-Ard*

organic, *Gen*[1]*-K*

organism, *Gen*[1]*-iss-M*

organization, *Gens*[1]*-eshon*

O

organs, organize, *Gens*[1]

organized, *Genst*[1]

over it, *Vert*[1]

overtake, *Vert*[1]*-K*

owned, *End*[3]

owner, *Ner*[3]

P

party, *P*[3]

partake, *Pret*[2]*-K*

people-d, *Pel*[2]

perfect, *Pref*[1]

perfected, *Pref*[1]*-Ket*

perfection, *Per*[1]*-shon*

perhaps, *Per*[2]*-P-iss*

P

plaintiff, plenty-iful, *Plent*[2]

position, *P-iss*[2]*-eshon*

possess, *P*[2]*-ses*

possessed, *P*[2]*-ses-T*

possession, *P*[3]*-iss-eshon*

possessive, *P*[2]*-ses-V*

possessor, *P*[2]*-ses Ray*

possible-ility, *P*[1]*-iss*

possibilities, *P*[1]*-ses*

practicable-ility, *Per*[3]*-Ket*

practical, practice, *Per*[3]

practices, *Per*[3]*-iss*

practiced, *Per*[3]*-steh*

pretty, *Pret*[2]

P

professor, *Pref*[2]

profit-able, profited, *Preft*[1]

proof, prove, *Pref*[2]

proper, *Per*[1]

improper, *M-Per*[1]

punish-ed-ment, *Pen*[2]

punishes-ments, *Pens*[2]

Q

quality, *Klet*[1]

question-ed, *Ken*[2]

questionable, *Ken*[2]*-B*

R

rational, *Ray*[2]*-shon*

real-ity, *Rel*[1]

R

realize, *Rel*[1]-*iss*

reform-ed, *Ray*[1]-*Fer*

relate-ed-tion, *Rel*[2]

relative, *Rel*[2]-*tiv*

religion, *Jen*[1]

irreligion, *R*[1]-*Jen*

religionist, *Jenst*[1]

religious, *J*[1]-*iss*

irreligious, *R*[1]-*J*-*iss*

rule-ed, *Rel*[3]

ruler, *Rel*[3]-*Ray*

S

said to have, *iss*-*Def*[2]

sanguine, *iss*-*Ingen*[2]

S

sanguinary, *iss*-*Ingen*[2]-*Ray*

satisfaction, *iss*-*T*[3]-*shon*

satisfactory, satisfy-ied, *iss*-*T*[3]

scale, *iss*-*Kel*[2]

scholar, *iss*-*Kler*[1]

school, *iss*-*Kel*[3]

schooled, *iss*-*Klet*[3]

scripture-al, *iss*-*Ker*[1]

season-ed, *ses*-*N*[1]

secession, *S*[3]-*iss*-*eshon*

seclude, *iss*-*Klet*[3]

secluded, *iss*-*Klet*[3]-*D*

seclusion, *iss*-*Kel*[3]-*shon*

seclusive, *iss*-*Kel*[3]-*iss*

S

secure, *iss-Ker*[3]

secured, *iss-Kret*[3]

security, *iss-Kret*[3]

seldom, *iss-Eld*[2]

set forth, *iss-Tef*[2]

set off, *iss-Tef*[1]

shall have been, *Ish*[2]-*Ben*

shall it, *Isht*[2]

shall not, *Ish*[2]·*Net*

share, *Sher*[3]

shared, *Sherd*[3]

sharer, *Sher*[3]-*R*

she ought, *Ist*[1]

she ought not, *Isht*[1]-*Net*

S

she had, she would, *Isht*[3]

she would not, *Ist*[3]-*Net*

significance, *iss-Gay*[1]

significancy, *iss Gen*[1]

significant, *iss-Gay*[1]

signification, *iss-Gay*[1]-*shon*

significative, *iss-Gay*[1]-*tive*

signify-ied, *iss-Gay*[1]

similar-ity, *iss-M*[1]

simple-icity, *iss-Emp*[1]

simpler, *iss-Emp*[1]-*Ray*

simplest, *iss-Emp*[1]·*steh*

single-d, *iss-Ing*[1]

singular-ity, *iss-Gler*[1]

S

sister, *ses-Ter*[2]

situation, *iss-T*[1] *shon*

skill, *iss-Kel*[1]

skilled, *iss-Klet*[1]

skillful, *iss-Klef*[1]

some, *iss-M*[2]

somebody, *iss-Emb*[2]

soon, *iss-N*[2]

some one, *iss-Men*[2]

some other, *iss-Emther*[2]

some other one, *iss-Emthern*[2]

sometime, *iss-Met*[2]

southeast, *iss-Ith*[2]*-steh*

southeastern, *iss-Ith*[2]*-iss-Ren*

S

southern, *iss-Then*[2]

southerner, *iss-Then*[2]*-Ray*

speak, *iss-P*[1]

speakable, *iss-P*[1]*-Bel*

speaker, *iss-P*[1]*-Ker*

special-ty-ity, *iss-P*[3]

spiritualism, *iss-Per*[1]*-iss-M*

spiritualist, *iss-Per*[1]*-steh*

spiritualistic, *iss-Per*[1]*-iss-K*

spiritual-ity, *iss-Per*[1]

spiritualize, *iss-Per*[1]*-iss*

spiritualization, *iss-Per*[1]*-iss-eshon*

spoken, *iss-Pen*[2]

state, *iss-Tet*[2]

S

stated, *iss-Tet*^{2} *D*^{3}, or, *steh-Tet*^{2}

station, *iss-T*^{2}*-shon*

stenography-er-ic, *steh-N*^{2}

step by step, *steh-P*^{2}*-steh*

stood, *iss-Ted*^{2}

stranger, *iss-Ter*^{2}*-Jer*

stupid-ity, *steh-Pet*^{3}

subsequent, *iss-Bent*^{2}

success-ful, *iss-K*^{2}*-ses*

such other, *iss-Chay-ther*^{2}

such are, *iss-Cher*^{2}

such have, *iss-Chef*^{2}

suggest, *iss-J*^{2}

suggestion, *iss-J*^{2}*-shon*

S

suggestive, *iss-Jef*^{2}

superintend-ed-ent-ence, *iss-Prent*^{2}

superior-ity, *iss-P*^{1}

supplant, *iss-Plent*^{3}

supplication, *iss-Pel*^{2}*-shon*

supplies, *iss-Pel*^{2}*-iss*

supply, *iss-Pel*^{2}

suppress, *iss-Per*^{3}*-iss*

suppression, *iss-Per*^{3}*-shon*

suspend, *ses-Pend*^{2}

suspended, *ses-Pend*^{2}*-D*

suspension, *ses-Pen*^{2}

sustain, *ses-Ten*^{2}

sustained, *ses-Tend*^{2}

T

take it, *T*[2]*-Ket*

betake, *Bet*[2]*-K*

mistake, *M*[1]*-iss-K*

mistaken, *M*[1]*-iss-Ken*

undertake, *End*[2]*-T-K*

thankful, *THef*[3]

than it, *THent*[6]

the other, *THeether*[2]

the other one, *THeethern*[2]

then thr, *THen*[2]*-Bet*

there had, *THerd*[3]

there had not, *THerd*[3]*-Net*

there ought, *THerd*[1]

there ought not, *THerd*[1]*-Net*

T

there would, *THerd*[3]

there would not, *THerd*[3]*-Net*

they are all, *THrel*[2]

they had, *THed*[3]

they had not, *THent*[3]

they have, *THef*[2]

they have had, *THef*[2] *D*

they ought, *THet*[1]

they ought not, *THent*[1]

they will have, *THelf*[2]

they will not, *THlent*[1]

they would, *THed*[3]

they would not, *THent*[3]

think it, *Thet*[2]

T

through it, *Thret*[2]

through one, *Thren*[2]

to come, *K*[4]

to give, to go, *Gay*[4]

to it, *T*[4]

to their, *Tether*[2]

to you, *yuh*[4]

tolerable, *Tler*[2]-*Bel*

tolerance, *Tlerns*[2]

tolerant, *Tlernt*[2]

intolerant, *Ent*[2]-*L*-*Rent*

tolerate-d-ion, *Tler*[2]

trial, *Trel*[1]

time, *T*[1]

U

United States, *N*[1]-*ses*

unless, *Nel*[1]-*iss*

only as, *Nel*[2]-*iss*

unsecured, *in-is-Kret*[3]

upon it, *Pent*[2]

upon thr, *Pen*[2]-*Bet*

up thr, *Pether*[2]

V

a-version, *Ver*[2]-*shon*

virtual, *Vert*[2]-*Lay*

virtue, *Vert*[2]

virtuously, *Vert*[2]-*S*

void-ed, *Ved*[1]

W

was thr, *Zether*[2]

water, *Wayter*[1]

we are in, *Wern*

we can, *Klen*[1]

we cannot, *Klent*[1]

we were not, *weh-Wernt*[1]

were it, *Wert*[2]

whereof, *Werf*[2]

which are, *Cher*[2]

which had, *Chet*[3]

which had not, *Chent*[3]

which have, *Chef*[2]

which have had, *Cheft*[2]

which it, *Chet*[2]

W

which ought, *Chet*[1]

which ought not, *Chent*[1]

which ought to have, *Chef*[1]

which ought to have had, *Cheft*[1]

which one, *Chen*[2]

which were, *Cher*[3]

which were of, which were to have, *Cherf*[3]

which will it, *Chelt*[2]

which would, *Chet*[3]

which would not, *Chent*[3]

while it, *Welt*[1]

with him, *Wem*[2]

with me-my, *Wem*[1]

with no, *Wen*[1]

W

with our, *Wer* 3

with our own, *Wern* 3

with their, *weh Jet* 1

within thr, *THen* 1 *Bet*

woman, *Wemen* 2

women, *Wemen* 1

wonder-ful, *Wender* 2

work-ed, *Wer* 2

workman, *Wern* 3

workmen, *Wern* 2

wound, *Waynd* 3

Y

year-s, *yeh* 1

yield-ed, *Yeld* 1

Y

you be, *yuh* 2 *B*

you did, *yuh* 2 *Ded*

you did not, *yuh* 2 *Dent*

you do, *yuh* 2 - *D*

you do not, *yuh* 2 *Dent*

you had, *yuh* 2 *D*

you had not, *yuh* 2 - *Dent*

you have, *yuh* 2 *V*

you have been, *yuh* 2 *Ben*

you have done, *yuh* 2 *Den*

you say, you see, *yuh* 2 *S*

you shall, *yuh* 2 - *Ish*

you think, *yuh* 2 - *Ith*

you were, you would, *yuh* - *weh* 2

REPORTING CONTRACTIONS.

A

absurdity, *B² iss Ard*

administer, *D³ M iss Ter*

admit, *D¹ Met*

advancement, *D³ iss Ment*

agency, *J² S*

agent, *J² Net*

aggregate, *Ger² Gay*

any body, *N¹ Bed*

arrange-ment, *Ray² N J*

architect-ure-ural, *R² Ket*

assign-ment, *S² Ment*

attainment, *T³ Ment*

average, *V³ J*

B

bank-rupt-cy, *B³ Ing*

bankable, *B³ Ing B*

beneficial, *Ben² F*

benevolent, *B² N V*

C

catalogue, *Ket³ Lay Gay*

character, *Ker² K*

characteristic, *Ker² K steh*

collateral, *K² Layter*

collect-ed-ion, *Kel² K*

commercial, *K² Mer*

D

December, *D²-iss-M*

D

declare-ed, *D² Kler*

deficient-cy, *D² F Shay*

depart-ed-ment, *D² Pret*

determine, *D² Tren*

develop, *Def² P*

director, *D² Ter*

disappoint-ed-ment, *D¹ iss Pent*

distribute-d, *D² ster Bet*

distribution, *D² ster B shon*

doctrine, *Dren¹*

downward, *D³ Ard*

E

entertainment, *Net-T²-Ment*

especial, *S²-P*

E

essential-ly, *S²-N*

everlasting, *V¹-Lay-steh*

exchange-d, *K-iss Chay²*

expedient-ce, *K iss-Pet¹*

F

faculty, *F² Kiet*

February, *F² B*

financial, *Fen²-N*

for instance, *F² iss-Tens*

I

identical, *Det¹ Kel*

identification, *Dent¹ F shon*

illegal-ity, *L²-Get*

in reference, *Ner F²*

I

in regard, *Ner*[1] *Ged*

in respect, *Ner-iss-P*[2]

in so far as, *N-S*[2]*-F-iss*

in the first place, *N-F*[2]*-Pel-iss*

in the second place, *N iss-K-Pel*[2]*-iss*

in the meantime, *N-Men-T*[2]

independent-ce, *End-Pend*[2]

indescribable, *End-iss K-Bel*[2]

indifferent-ce, *N-Def*[2]

individual, *End-Ved*[1]

infer-red, *N-F*[2]

infers-ence, *N-F*[2] *iss*

inhabit-ed-ant, *N-Bet*[2]

inquire-y, *N*[1]*-Wer*

I

inspire-ation, *in-iss-Per*[1]

integrity, *Ent*[2] *Gret*

interpret, *Ent-Pret*[2]

involve, *N V*[1]

J

January, *J-N*[2]

Jesus Christ, *J*[2]*-K*

joint stock, *Jed*[1]*-iss-T-K*

judicial, *Jed*[1]*-Ish*

judiciary, *Jed*[1]*-Sher*

judicious-ly, *Jed*[1]*-Shay*

juxtaposition, *J*[2]*-iss-P iss-eshon*

M

machine, *M-Ish*[2]

M

machinery, *M-Ish²-Ray*

majority, *M¹-Jert*

manifest-ed-ation, *M¹-N-iss*

manufacture-r-ory, *M-N-F²*

meanwhile, *M¹-Nel*

memory, memorandum, *M²-M*

memoranda, *M²-M-Ray-D*

merchandise, *M²-Ray-Chet-Z*

misfortune, *M¹-iss-Fret*

mortgage, *Mer¹-Gay*

mortgagee, *Mer-Gay-J²*

N

neglect, *N²-Ga-j*

neglectful, *N²-Gef*

N

negligent-ce, *N²-Gel*

New Jersey, *N²-J*

New York, *N²-Yay*

nobody, *N²-Bed*

nothing, *N-Ith²*

November, *N-V²*

P

pecuniary-ily, *P² Ken*

Pennsylvania, *P² iss Lay-V*

perfected, *Pref¹ Ket*

perpendicular, *Per²-Pen*

perpetual-ate-ion, *P² Ray-Pet*

portion, *P²-Ray-shon*

powerful, *P³ Ref*

P

prepare, *Per*^{2} *P-Ray*

property, *Per*^{1} *P*

proportion, *Per*^{2} *P-shon*

public, *P*^{2} *B*

publication, *P*^{2} *B-shon*

purpose, *P*^{2} *P-iss*

R

rapid-ity, *Ray*^{2} *Pet*

recollect-ed-ion, *Ray*^{2} *Kel K*

reduction, *Ray*^{2} *D shon*

remit-ted-tance, *R*^{1} *Met*

repeat-ed-tition, *Ray*^{1} *Pet*

repute-d-ation, *Ray*^{3} *Pet*

respect-ed-ful, *Ray*^{2} *iss P*

R

respond-ed-ent, *Ray*^{2} *iss Pent*

responsive, *Ray*^{2} *iss Pen*

responsible-ility, *Ray*^{2} *iss Pens*

S

Secretary of State, *iss Kret*^{2} *iss Tet*

Secretary of War, *iss Kret*^{2} *Wer*

scientific, *S*^{1} *Ent*

signature, *iss-Gay*^{1} *Net*

September, *iss-Pet*^{2} *M*

so far as, *S*^{2} *F iss*

southwestern, *iss-Way*^{2} *iss Ren*

southwest, *iss-Way*^{2} *steh*

stranger, *iss-Ter*^{2} *Jer*

strength, *iss-Ter*^{2} *Ith*

S

strengthen, *iss-Ter²-Then*

substantial-ity, *iss-B²-iss-T*

substantiate-d-ion, *iss-B²-iss-Ten*

sufficient-ly, *iss-F²-Shay*

T

technical-ity, *T²-K*

temperate-ance, *T²-Emp*

testify, *T²-iss-F*

testimony, *T²-iss-M*

testimonial, *T²-iss-M-Nel*

thanksgiving, *Ith³-iss-Gay*

to become, *B³-K*

transfer-red, *Ter²-iss-F*

transfers, *Ter²-iss-F-iss*

transform, *Ter²-iss-Fer*

U

unexpect-ed, *N-iss-P²*

uniform-ity, *N-Fer³*

unquestionable, *N²-Ken-B*

V

valid-ity, *V²-Eld*

vice versa, *V²-Ver²*

Virginia, *V²-J*

W

warrant, *Wernt¹*

worship-ed, *Wer²-Ish*

worshiper, *Wer²Ish-R*

Y

yes, sir, *Yay²-ses*

yesterday, *Ester²*

REMARKS.

The preceding list of word-signs and contractions are such as will occur in almost any kind of shorthand work, and the same must be thoroughly memorized. The amanuensis will naturally form contracted outlines for many of the frequently occurring words and phrases in his special work; but the learning of such contractions need not be done until he has decided upon the work in which he will engage. Under this head Mr. Selby A. Moran says: "Every kind of profession or business has a large number of words and phrases peculiar to it. Outside of the range of these peculiar branches these words are seldom used. Hence it is not advisable for the student to spend time in learning a long list of abbreviations, a large per cent of which are made use of only in special branches of work. The better plan is for the student to learn only the signs for the most commonly occurring words and phrases. Then when he has decided to engage in any particular branch of business, or after he has had opportunity to gain some experience in it, he will find it an easy matter to contract the outlines for the words and phrases peculiar to that profession or business, and for the stereotyped expressions to which his employer, like all mankind, is particularly addicted.

"Most reporters devise contractions for such terms and expressions, and find them very helpful in expediting their work, and in no way affecting the legibility of their notes."

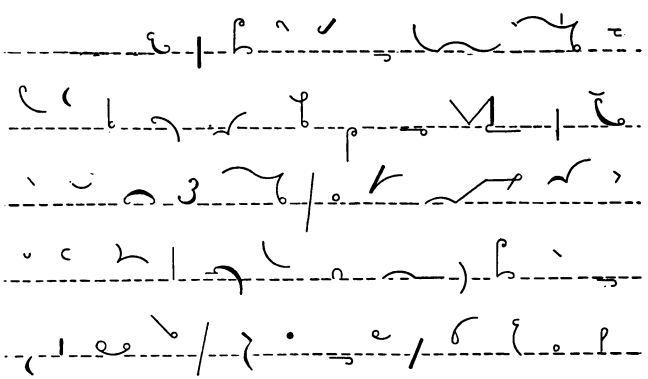
TO THE LEARNER.

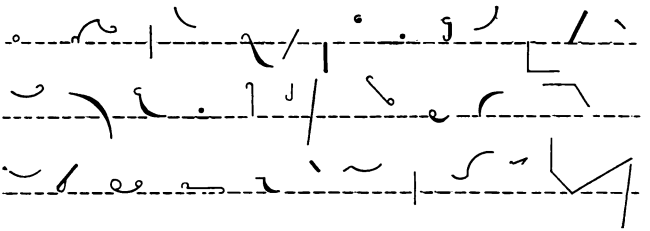
As this is distinctively a text-book on shorthand, we have omitted everything that does not bear directly upon the

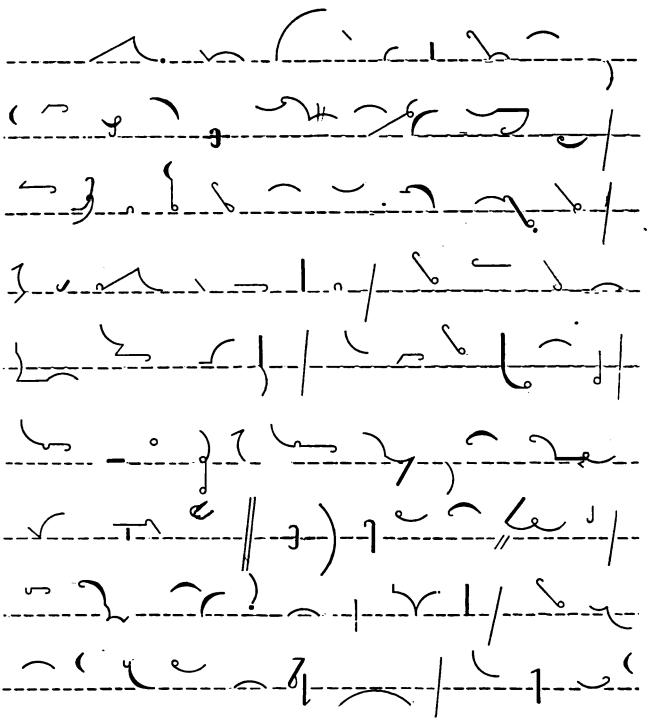
subject, either in learning the principles or the application of the same in writing. The principles, if thoroughly understood and put into sufficient practice, will enable the writer to report the exact words of the fastest speaker. We have not burdened the Manual with instructions for the use of the capital letters, spelling, punctuation, paragraphing, etc., as these are subjects with which the learner is supposed to be familiar before he takes up the study of shorthand; still, if he is not, he should give his attention to some one of the many text-books treating of these subjects. The transcription of shorthand notes is usually done on a type-writer, and the ability to do this at thirty-five or forty words a minute is one of the necessary qualifications of the amanuensis.

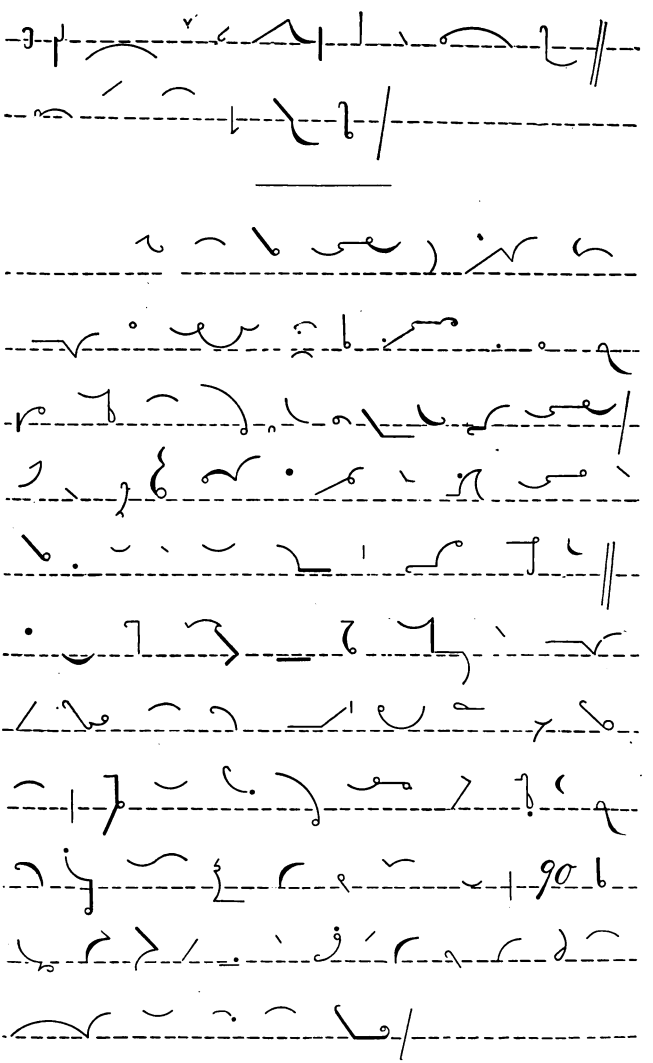
Each of the following exercises must be read until every word can be spoken as readily as if written in longhand; then copy the same ten times; after which it should be written, from dictation, until it can be done, neatly and correctly, at the rate of one hundred words a minute.

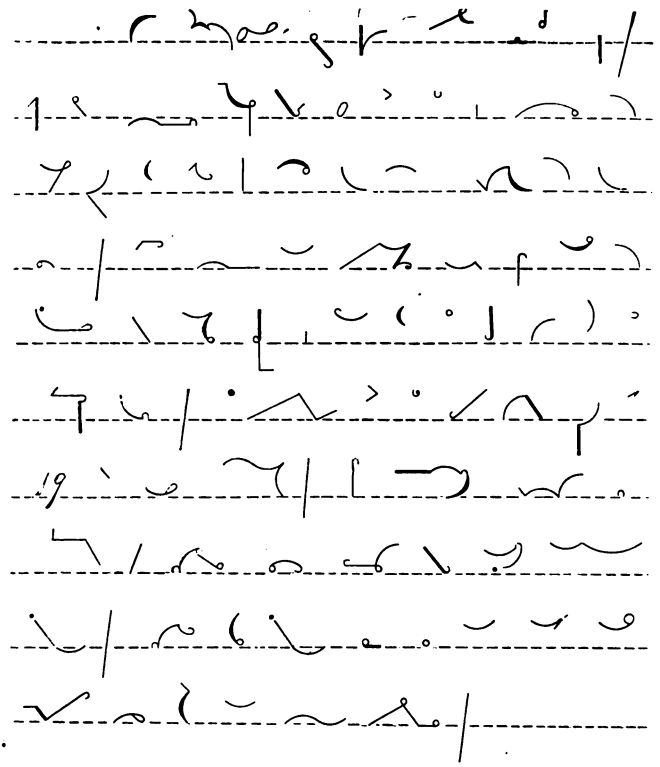
CORRESPONDENCE.

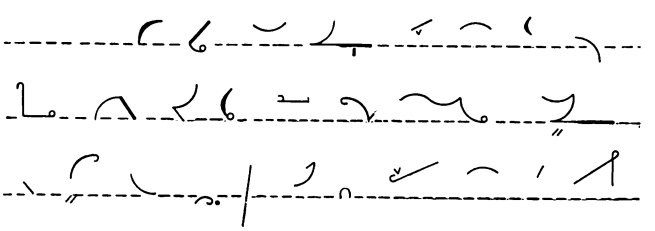


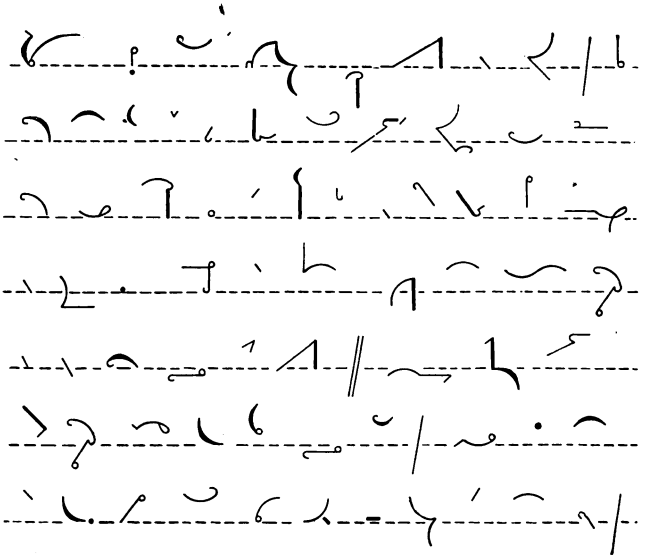




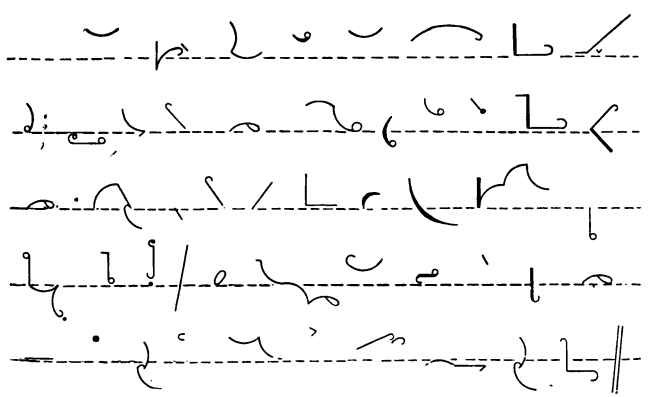


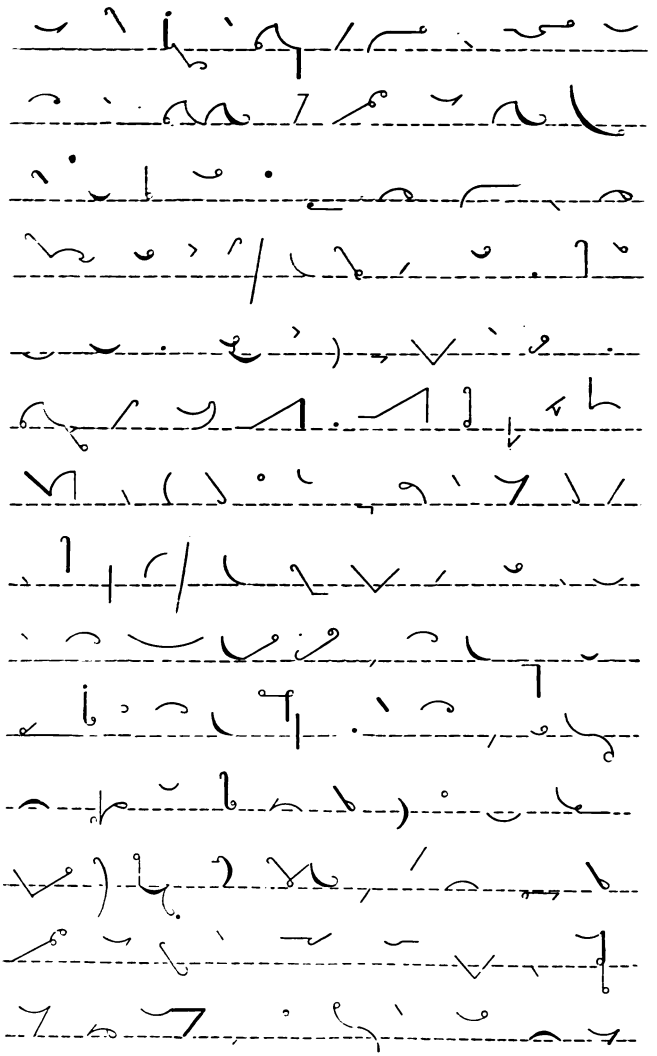


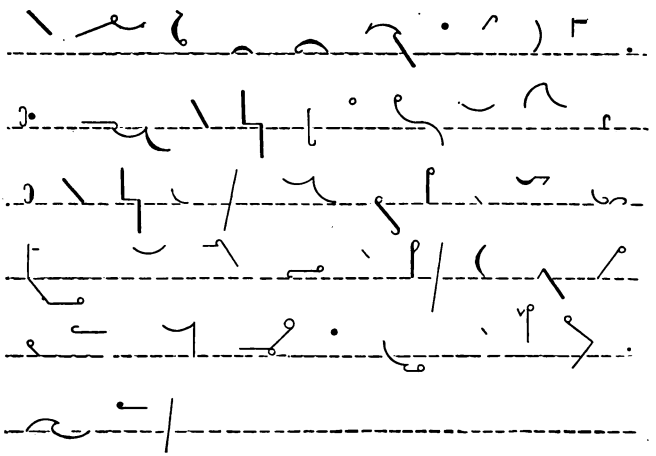




WHAT TRUE EDUCATION INVOLVES.

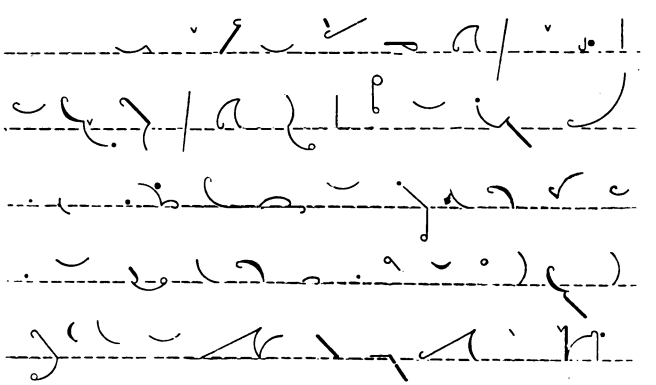


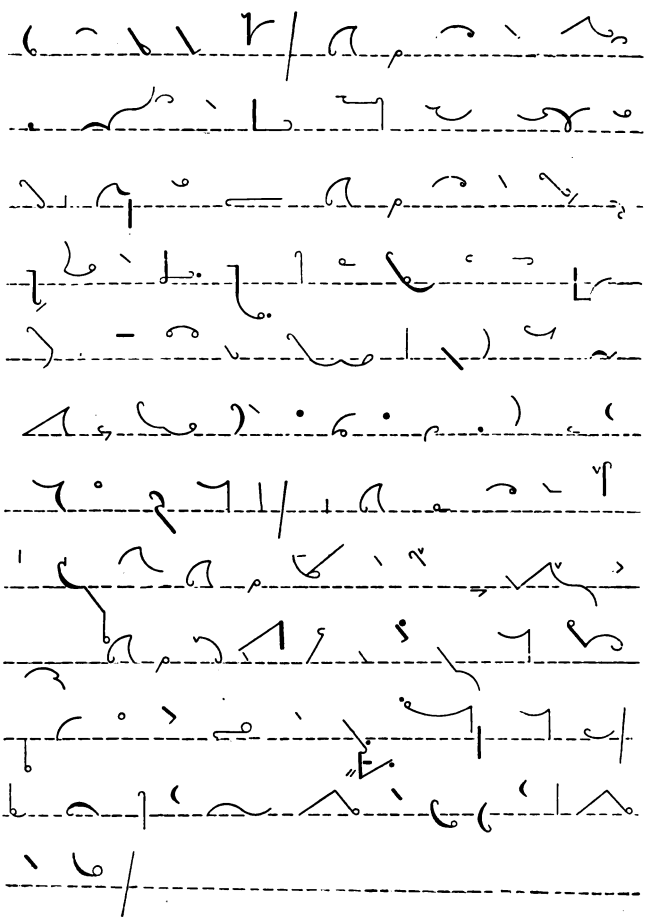




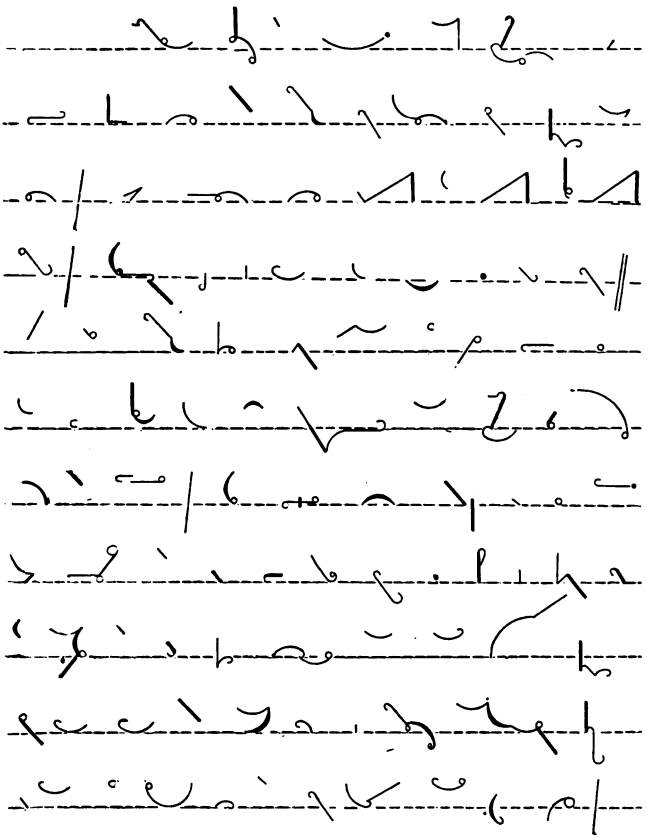
THE USE AND ABUSE OF WEALTH.

HORACE MANN.



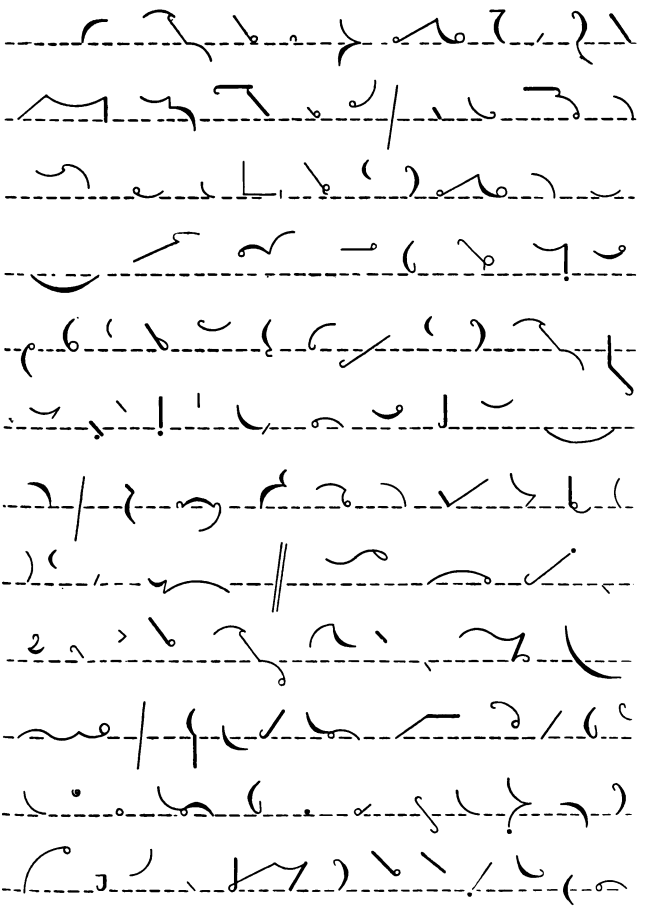


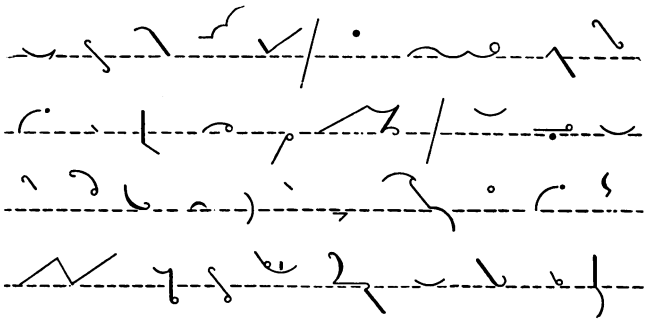
COMPOSITION FOR THE PRESS.



PERFORM YOUR WORK TO SUIT YOUR EMPLOYER.

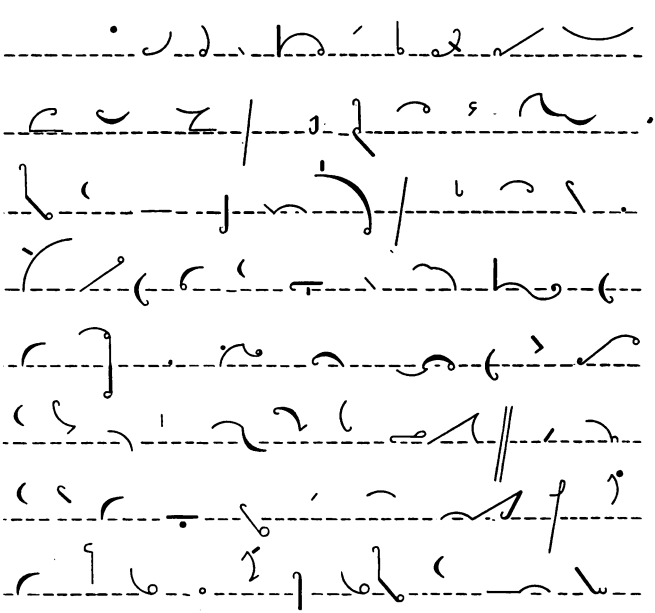
S. A. MORAN

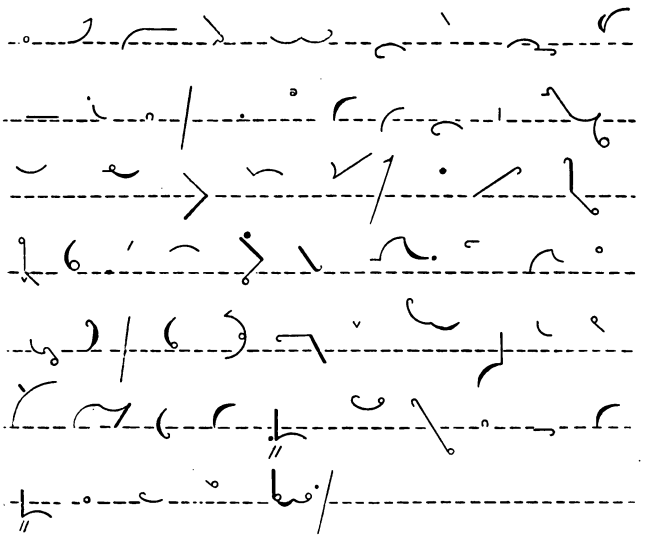




WHAT THE OCEAN SAYS.

O. W. HOLMES.





WRITING EXERCISES.

CORRESPONDENCE.

We have not had settlement of our joint account for many months, and we feel that it is for our mutual interests to settle accounts periodically at intervals of not more than three months. As July marks the middle of the year, we would esteem it a favor if you would make us a settlement of account to that date as soon as possible. Although the account is not large, still, we think, as above stated, that it is better to balance the account frequently and to start anew, thereby avoiding any possibility of disputes in regard to old accounts.

We enclose statement to June 1st. As you are aware, this account is long overdue, and we feel now that we must insist on a prompt settlement of the same with interest from February 5th. We like to be lenient with our customers, and we think you will concede we have been lenient in this case. We are obliged to collect our accounts when due, in order to be able to pay our own accounts promptly. Therefore please let us hear from you at once in regard to the matter, with check.

We have received your letter, and in reply we say that we enclose you a contract written out, which is similar to the one you sent, and we believe it is a fair one. We always try to do the fair thing with everybody, as you will find out if you have much to do with us; and we do not wish to

take advantage of any one, whether we have a contract or not. Please send your copy in just as soon as you can, and have it all written out neatly on the typewriter.

Referring to my letter of late date, permit me to say I cannot understand why you did not inform me of the result of your negotiations sooner. I can assure you that it has placed me in a very embarrassing position. I think the gentleman you refer to can aid you. Please call upon him and ask him if he can and will do so. If he cannot, please advise me at once. If you cannot get his assistance, I think, if you can arrange to see Mr. Ferguson, he will co-operate with you.

You did not say whether you had seen Mr. Johnson or not. You cannot overestimate the importance of your seeing him at an early day. Please notify me that you have seen him and adjusted the matter. If I had known that you had not attended to the matter, I should have referred it to some other attorney.

You may write me at the above address.

I find my business increasing so rapidly that my capital is insufficient to meet its requirements, and, as you have doubtless noticed, my orders to you for some time back have been gradually increasing. I wish to assure you that this is simply the result of a healthy increase of business, and not of any irregularity or careless extension of it.

The long credit I am obliged to give, and this inadequacy of capital, which prevents me from carrying a sufficient stock, naturally places me at a disadvantage in filling orders;

in consequence of which, and trusting that you have every confidence in me, I would ask your acceptance of my note at 90 days for the amount of your bill, which act of concession on your part will assist me materially in meeting my obligations.

Your esteemed favor of the 1st instant has been duly received and contents noted. I had expected to make you a visit before the first of the year, but matters are in such shape that I find it impossible for me to leave here for some time. I cannot make any arrangement now until things are fixed up in this district, but, when that is done, will see what I can do for you. The report of the year's work will be issued on the 9th of next month. It will give me pleasure to mail you a copy, which you will please examine closely before insuring in any other company. You will find his company as good as any in the United States, and better than most of them in many respects.

Your agents in Chicago write me that our trucks will be shipped this week from the manufacturers in Chicago to Lynn for mounting. I wish you would wire me on receipt of this letter, stating when you will have them mounted and ready to ship. It is very important that I should have definite information regarding the shipment one week from next Monday, as on that day I have to appear before the city council to ask an extension of time allowed me in my franchise to put more cars on the road.

To make the headway required by the franchise, I must have these cars in order. Hence the importance of having such information as will show good faith on my part.

WHAT TRUE EDUCATION INVOLVES.

In outlining the essential needs in modern education, a writer says: "Schools for the people must emphasize those features of an education which will be most helpful to the people, which take hold of their daily life to its strengthening and its sweetening. First and foremost, in all grades of advancement, must come the useful, with enough of the ornamental to make the useful attractive.

"In the proper development of selfhood which looks to an increase in means of self-elevation, and which results in the elevation of others brought under its influence, the school must look to the most prominent needs of the child. For persuasion, he needs a control of his own language, an understanding of the use and the power of words, a self-poise which will ensure a ready and a right utterance at the right time, ability to think upon his feet, and a store of knowledge upon which to draw at will. For practical power, he needs to know of men in their various relations, how men have acted under certain conditions, what men have succeeded and by what means, how nature's forces may be utilized, in what directions he may best use his own physical powers through their strengthening and their preservation, how each may secure the best results in the application of acquired intellectual power to the industries in which he must engage, how his sphere of influence may be enlarged through the application of the highest moral forces. In this commercial age the child must not be left in ignorance of the wide world, so narrowed by advance of science as to give pungency to the adage, 'Nothing human is foreign to me.' With this community of interest competition arises, which

will demand the closest calculation, the clearest head, the firmest principles, the most thorough knowledge of the forces at command and of their most effective use.

"The man that is to be, therefore, needs a grounding in the language of his country, facility in processes of reasoning, familiarity with the forces of nature and the methods of their control, knowledge of other peoples, of the course and the laws of trade.

"The child who has been taught to utter tersely and with clearness his own thoughts, who has acquired the habit of close and critical observation of the common things about him, who can control his muscular movements within the lines of their highest efficiency, who realizes as he climbs the hill of knowledge that his horizon rapidly recedes, and is by reason of this made more humble, — the child so taught and trained can never be educated out of his sphere in life, but will, on the other hand, be educated for it. Enough has been said to indicate the fundamental topics in a proper course of study. They should be such as to call into exercise the faculties of sight, speech, and manual skill."

THE USE AND ABUSE OF WEALTH.

HORACE MANN.

Now, I wage no war against wealth. I taint it with no vilifying breath. Wealth, so far as it consists in comfortable shelter and food and raiment for *all* mankind, in competence for every bodily want, and in abundance for every mental and spiritual need, is also valuable, — so precious, that if any *earthly* object could be worthy of idolatry, this might best be the idol. Wealth, as the means of refinement and

embellishment, of education and culture, not only universal in its comprehension, but elevated in its character; wealth, as the means of perfecting the arts and advancing the sciences, of discovering and diffusing truth, is a blessing we cannot adequately appreciate; and God seems to have pronounced it to be so when he made the earth and all the fulness thereof — the elements, the land and sea, and all that in them is — convertible into it. But wealth as the means of an idle or a voluptuous life, wealth as the fosterer of pride and the petrifier of the human heart, wealth as the iron rod with which to beat the poor into submission to its will, is all the curses of Pandora concentrated into one. It is not more true that money represents all values than that it represents all vices.

COMPOSITION FOR THE PRESS.

A person desirous of entering into journalism should carefully educate himself, by private practice, for some special department in the same. He should accustom himself to ready thought, ready decision, and ready expression. This can be attained, but only after long and patient practice.

Each of his private attempts should be written with as much care as if it were designed for immediate publication in a journal whose readers are all critics. This course may be objected to, as calling for the exercise of too great patience, application, and study; but it should be remembered that, in this age of abundant talent, eminence in any one literary department is to be won only by unusual effort; but perseverance, invincible determination to win, with sufficient amount of practice, oftener wins than loses.

PERFORM YOUR WORK TO SUIT YOUR EMPLOYER.

S. A. MORAN.

Your employer pays you for your services, and they should therefore be rendered in a way agreeable to his wishes. Too often beginners are informed, soon after taking a position, that their services are no longer required, simply because they have persisted in doing things as they themselves thought best, when they were well aware that their employer had been in the habit of doing or having the same things done in another way. Although you may be sure that your methods are better, if he does not think so that should end the matter.

In most matters relating to the shorthand part of the business, employers leave all to the management of their amanuenses. They do, however, generally have some regular forms which they have followed for years; as, for example, they have a certain plan of filing away their letters, and do not wish to disarrange their business by changing, even though some new plan might be a little better. The amanuensis should be perfectly willing to adapt himself to such arrangement. In case no particular forms have been made use of, and the employer is willing that the reporter introduce plans of his own, there can be no objection to his doing so.

WHAT THE OCEAN SAYS.

O. W. HOLMES.

The ocean says to dwellers on its shores: You are neither welcome nor unwelcome. I do not trouble myself with the

living tribes that come down to my waters. I have my own people, an older race than yours, that grow to mightier dimensions than your mastodons and elephants; more numerous than all the swarms that fill the air or move over the thin crust of the earth.

Who are you that build your gay palaces on my margin? I see your white faces as I saw the dark faces of the tribes that came before you, — as I shall look upon the unknown family of human kind that will come after you. And what is your whole family but a parenthesis in a single page of my history! The raindrops stereotyped themselves on my beaches before a living creature left his footprints there. This horseshoe crab I fling at your feet is of older lineage than your Adam, — unless, perhaps, you count your Adam as one of his descendants.

PHRASING.

BATES TORREY.

Phrasing in shorthand occupies a unique position, and sometimes a debatable one. Some stenographers will employ it, others will not; one can, another cannot. The remove is a wide one from the practice of the writer who declared that "Where-do-you-reside?" was the extent of his phrasing up to the complicated tangles of the enthusiast. Yet there is a middle course which may be discreetly taken.

But what are phrases? Parts of sentences. What are sentences? Coherent language. Are phrases coherent? They should be to become legitimate material for shorthand writing.

In spoken language there occur groups of words which combine as the result of vocal effort, — which are run together, as it were, in a rhetorical confluence of sound. It goes without saying that in their spoken quality these are in harmony with syntactical requirement, and if the composite outline made for them has a fluent form, then an acceptable shorthand phrase is the consequence.

The advantages of the phrase are in the saving of the pen liftings and in bringing the thought to a visible focus. A knowledge of the context always assists the reader. The phrase outline is a striking illustration of this idea; it not only presents the form together, but in a most helpful juxtaposition.

Almost any combination of words of related meaning, and possessing a certain completeness by themselves, *may be* phrased; though this is not equivalent to saying they *should be*. Far from it. The exigencies of speed have a bearing on the question; mechanical difficulties supervene; the temperament of the writer must be considered. Therefore the following deductions may be made: —

1. Never phrase what is not a phrase; that is, never combine outlines of words that have no mutual dependence. Which is not far from saying, never phrase over a mark of punctuation or rhetorical pause in speech.

2. The best material for the composition of the phrase is to make it of *word-signs only*. The next best is to *begin* with a word-sign; and in no event should a phrase consist of unfamiliar outlines.

3. The first word of the phrase should be in its correct position, for a guide to reading. Rare exceptions are where another member of the phrase [generally a word-sign] de-

pends on position for its distinctive meaning; as All-those, In-as-much, We-should-say, On-account-of.

4. Refrain from extending phrase-forms very much below the line, and always make them amenable to the rules for fluent outline formation.

5. Avoid a radical change of the original outline in order to write a fluent phrase. Do not break into established forms, which are mental property that should not be disturbed.

Like the alleged impromptu speech, the shorthand phrase must commonly be prepared beforehand. It can rarely be spontaneous, and never so by the inexperienced writer; it must be cultivated by the beginner, or else wholly neglected until it shall appear of itself in the work of the proficient.

The vital question is when to begin. So many forget to phrase in the excitement of rapid writing, we are inclined to the opinion that the acquirement can just as well be postponed until considerable facility of writing detached forms has been gained. Then take up phrasing as a distinct feature, and carry it forward logically from a beginning of simplicity to forms of limited complication, — not forgetting to stop within a conservative limit of possibility.

6. Phrase-writing should be a development from proficiency; it should come last in the steps toward shorthand perfection, and be cultivated in obedience to the foregoing rules and reflections.

Finally, be simple in phrasing. The following are quite the reverse of simple: That-you-will-also-render-his-stay, Unless-there-exist-other-reasons, Art-of-writing-a-good-letter, In-reply-we-would-say-that-the.

It were better not to phrase at all than labor to the extent of turning the thought from more legitimate endeavor.

Let the limit be the natural phrase, like We-do-not, In-answer, If-it-is-not, Not-only, For-instance, Would-not-have, Dear-sir, Yours-respectfully, Of-course, We-are-in-receipt.

If extremes of phrasing were likely to result from a limited indulgence in it, we should say, Phrase not at all; but if discreetly managed, the simple, familiar, unaltered phrase, employed as naturally as any shorthand material, can be made of much practical assistance.

Therefore be *conservative* in phrasing, as well as simple, remembering always that speed and legibility make demands in shorthand writing which are superior to every other consideration.

SYLLABICATION.

BATES TORREY.

The simplest statement of what syllabic shorthand should be is, that it should exhibit a stroke for each syllable of the word.

This calls for definitions. A stroke is a consonant stem, with or without circle, loop, or hook appendages, or halving or lengthening modifications.

The familiar conception of a syllable is the conventional division of a word into certain parts. This may be termed *written* syllabication. But in shorthand there is another notion of the syllable, namely, the combination of sounds given by a single vocal impulse. This is a *spoken* syllable. The one is structural, depending upon a juxtaposition of the letters in spelling, which are divided according to orthographic rules; the other voices the natural rhythm of sounds which constitute language.

For the purpose of fluent shorthand writing both the *written* and the *spoken* syllabication are followed, but the use of the former is by far the most frequent.

If a consistent plan could be pursued, it were far better to have one guide, and the *written* syllabication, in order that a distinctive feature of the language be maintained. The words *flagrant, purity, disobey, fireman, policy, drudgery, paltry, employ, distaste,* and thousands of others, are an exact rescript of the orthographic syllable. In fact, out of a large number of words examined, less than one per cent were found to require a different rendering.

Yet it will naturally be inferred that among the enormous number of stenographic combinations instances will occasionally occur where the written syllable cannot be conveniently represented, or, perhaps, another form may be slightly preferable, looking to ease of writing. For example:

Written Syllabication.	*Spoken.*
Pro-nounce	Pron-ounce
Lon-don	Lond-on
Be-tween	Bet-ween
Prov-i-dence	Provid-ence
Pre-fer	Pref-er
Gar-den	Gard-en
Pro-tect	Prot-ect

The first column above illustrates the natural impulse of the writer who understands English and the theory of shorthand; the alternative forms represent the yielding to the demands of a fluent procedure, to wit: (1) good angles, (2) cursive direction, (3) distinguishable outlines, (4) a condensed form.

The final effect is not wholly bad, as it is a very good

counterfeit of spoken language; yet the conclusion is a forced one. It is the unexpected that happens; therefore the second outlines are for the most part more difficult to read.

The prime feature of syllable shorthand is its *legibility*. This goes almost without saying; for if a stroke is made for a syllable, and the vowels cannot be applied to the appendages [circles, hooks, etc.], but solely to the stroke, the vowels are therefore strongly implied, and the superficial outline *spells* the word.

The writing of syllable shorthand should not be accidental. The student should have such knowledge of words and their elements that he can designedly make his outlines to conform thereto. The advantages of this method of procedure are manifold, and not the least of them is the positive intellectual satisfaction it gives.

PEN vs. PENCIL.

BATES TORREY.

Pen notes are far superior to pencil in point of legibility, and the beginner attains to a degree of artistic skill in shorthand writing by use of the pen much more quickly than otherwise.

The reason is that the contrasts between light-line and shaded strokes are sharper, and angles made more distinct; and all this with less effort, because the springy action of the pen point lessens the fatigue of writing. Since the invention of fountain pens of absolute reliability [as regards ink feed] the sentiment in favor of pen notes has constantly grown in strength.

The beginner derives an immediate advantage from the

use of the pen; but the experienced writer, changing from one to the other, encounters a little difficulty at first, though it is merely transient. It is admitted that the pencil can be guided freely in any and every direction; but there is a certain smoothness about its action which blunts the hand to an appreciation of fine work in chirography.

On the other hand, when the pen is adopted, it will be found that it cannot be pushed conveniently in some directions. Some characters will at first be awkward, conspicuously the shaded strokes *Gay*, *Emp*, and *Ing*. Therefore a suppleness of manual action will have to be cultivated, as the writing instrument must needs be turned in the fingers as the characters are made. This will be done by movements of the thumb, fingers, hand, and wrist.

While it is possible to hold the pencil for shorthand writing much the same as in longhand, wherein all the slants are in one direction, and the pen handle can point properly toward the writer, in shorthand the situation is slightly different, and better results will follow if the pen handle points outward from the shoulder somewhat, and the pen is drawn rather than pushed.

Pen notes can be made more condensed, as they endure better when filed away. The majority of expert stenographers nowadays use the pen; the beginner should write with nothing else.

WHAT TO DO.

After the learner has mastered all the principles, can write and read all the exercises in the Manual at a fair speed, and commenced to learn the reporting word-signs, he will naturally ask the question, "What am I to do now?" If he is

under the instruction of a competent teacher, it is quite likely the question will not be asked, as he will have been directed from the first as to the method of practice that will most surely and quickly lead to the degree of proficiency to be attained.

When you begin to take new matter and practice for speed, you should be governed by the following suggestions: —

(*a*) Write, from dictation, for five consecutive minutes. Do not stop to decide as to the best outline at the time of writing, but write the first one which comes to your mind.

(*b*) At the end of five minutes immediately read aloud your notes, and at the same time correct, in your notes, any incorrect forms. This is the time when you should test your shorthand knowledge.

(*c*) Write, read, and correct the same matter until you can write it at the rate of one hundred words a minute, and read your notes with absolute accuracy. Then take new matter and proceed as before.

(*d*) If you intend to become a verbatim reporter, then you should attain a speed of 150 or 175 words a minute before discontinuing the practice. After a few days let the time of dictation be increased to ten minutes, then fifteen, twenty, twenty-five or more, following the same method as outlined above until you can write new matter, the first time, at the rate of speed you desire to attain, whether it be 100, 150, or 175 words a minute, and read the notes so written, fluently and accurately.

For amanuensis' work a fair rate of speed is 100 words a minute; but the ambitious learner will not be satisfied with less than 120, and will continue his practice daily until that speed is reached, and proficiency is attained in reading his notes without hesitation. For all doubtful outlines the learner should refer to "Day's Shorthand Dictionary."

RULES.

FOR ASCERTAINING THE TIME REQUIRED TO WRITE ANY NUMBER OF WORDS AT THE RATE OF FIFTY AND MORE WORDS PER MINUTE.

At 50 words per minute, multiply the number of words by 1.2 and divide by 60.

At 60 words per minute, divide the number of words by 60.

At 75 words per minute, multiply the number of words by .8 and divide by 60.

At 80 words per minute, multiply the number of words by .75 and divide by 60.

At 90 words per minute, multiply the number of words by $\frac{2}{3}$ and divide by 60.

At 100 words per minute, multiply the number of words by .6 and divide by 60.

At 120 words per minute, multiply the number of words by .5 and divide by 60.

At 140 words per minute, multiply the number of words by $\frac{3}{7}$ and divide by 60.

At 150 words per minute, multiply the number of words by .4 and divide by 60.

At 160 words per minute, multiply the number of words by .375 and divide by 60.

At 180 words per minute, multiply the number of words by $\frac{1}{3}$ and divide by 60.

At 200 words per minute, multiply the number of words by .3 and divide by 60.

In dividing by 60 do not carry the quotient into a decimal. The quotient will be the number of minutes, the remainder the number of seconds.

AUXILIARY BOOKS, ETC.

The Manual presents all the principles of shorthand, which, if thoroughly understood and put into sufficient practice, will enable the learner to keep pace with the fastest speaker. In addition, however, to the instruction contained in the Manual, and to materially assist the learner in mastering the art, we make the following suggestions as to books, etc.

Day's "Shorthand Copy Book" should be in the hands of the learner as soon as he begins the study of the Manual; it is almost indispensable. It is a large book of nearly one hundred pages, size of each page 8 × 10 inches, with words and sentences for practice, all printed on extra heavy and fine paper, with broad-spaced blank lines ready for writing. The contents embrace practice on all the elements and principles of shorthand, continuing by easy stages to actual letter writing and other advanced practice. It is the most complete practice book for shorthand students ever placed before the student or teacher.

Day's Copy Slip Holder, an invention of the author, enables the learner to master the alphabet and word-signs in less than one half the time required by the old method. The formation of correct outlines, the application of the principles in writing, and an unlimited amount of practice, without the assistance of a reader, are now secured. The learning of the word-signs, which has heretofore been considered an unwelcome task, has been made, by the use of the Copy Slip Holder, a pleasant pastime.

Day's "Shorthand Teacher" is practically what its term signifies, a "teacher." It tells the pupil just what to do, and how to do it. If every text-book were its own instruc-

tor, — teacher, — there would be no need of schools or colleges. Text-books, from their very nature, leave out the familiar "talks" of the instructor, — his instruction, so to speak, — and the "Teacher" is the first attempt to present lesson helps that will practically take the place of oral instruction.

When you begin the study of shorthand do not change systems. Be slow to adopt or make use of principles which claim to increase speed or legibility. The principles presented in the Manual are all that you will ever need to do any kind of shorthand work, whether as amanuensis, or law or general reporter. The nearer you follow the principles presented in the system you have learned, the better writer you will make, and the more satisfactory will be the result of their application in all kinds of reporting.

Eaton's "One Hundred Lessons in Business" is an excellent work for the amanuensis, giving, as it does, directions for the use of capital letters, proper arrangement of business letters, addressing of envelopes, business advice, how to speak and write correctly, hints and helps for corresponding clerks, etc.

Be sure to take one or more shorthand magazines; there are several, and every number contains something of interest. You should not think of being without your shorthand magazine any more than the lawyer, physician, clergyman, mechanic, or farmer would think of being without a paper or magazine devoted to his interests. No student can afford to be deprived of the aid furnished by the regular visitation of one or more shorthand periodicals.

CONCLUSION.

In order to "get up speed" in shorthand there is needed practice, *practice*, PRACTICE; remember, it is better to write one article one hundred times than to write one hundred articles once. Shorthand is of no practical use until it can be written at a fair rate of speed; and no less essential is the ability to read whatever is written in shorthand characters as readily as if the matter had been written in longhand. When the learner can write from one hundred to one hundred and twenty words a minute, new matter, correctly read and properly transcribe his notes, he can announce himself as a first-class amanuensis.

A parting word to the learner is this: Don't get discouraged; don't get the impression that you can master a profession as valuable as shorthand in a few weeks; it requires patience and perseverance; and so does every art in the practice of which men earn their daily bread; and shorthand is no exception to this general rule. Whatever department of shorthand you intend to enter, whether as an amanuensis, or law, sermon, or general reporter, resolve to stand at the head of your profession.